

**LOCAL EDUCATION AGENCY**

**TITLE I**

**REFERENCE MANUAL**

**2006-2007**

**IOWA DEPARTMENT OF EDUCATION  
BUREAU OF INSTRUCTIONAL SERVICES  
Title I**

State of Iowa  
**Iowa Department of Education**  
Grimes State Office Building  
Des Moines, Iowa  
50319-0146

**State Board of Education**

Gene E. Vincent, Carroll, President  
Rosie Hussey, Mason City, Vice President  
Jackie Dout, Pella  
Charles C. Edwards, Jr., Des Moines  
Sister Jude Fitzpatrick, West Des Moines  
Brian Gentry, Des Moines  
John Jessen, (Student Member), Des Moines  
Wayne Kobberdahl, Council Bluffs  
Mary Jean Montgomery, Spencer  
Max Phillips, Woodward

**Administration**

Judy A. Jeffrey, Director and Executive Officer  
of the State Board of Education  
Gail M. Sullivan, Chief of Staff

**Division of Early Childhood, Elementary and Secondary Education**  
**Bureau of Instructional Services**

Pam Pfitzenmaier, Administrator  
James Reese, Bureau Chief  
Paul Cahill, Title I Administrative Consultant  
Rick Bartosh, Title I Consultant  
Donna Eggleston, Title I Consultant  
Sandy Johnson, Title I Consultant  
Teresa McCune, Title I Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy please contact the Legal Consultant, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146, 515-281-8661.

## TABLE OF CONTENTS

### FOREWORD

### TITLE I ELECTRONIC INTERNET APPLICATION MANUAL – 2006-2007

	PAGE
ACRONYMS AND DEFINITION OF TERMS .....	7

### INSTRUCTIONS FOR PREPARATION OF A TITLE I ANNUAL APPLICATION

Annual Application .....	11
Selection of Schools.....	11
Project Narratives.....	16
Project Staff Assignments .....	16
General Budget.....	18
General Budget Detail .....	20
Within District Targeting of Title I Funds .....	25
Statement of Agreement Between Public and Private Schools.....	29
Instructions for Completing Delinquent Application .....	31
Instructions for Completing Migrant Education Application .....	35
Instructions for Schoolwide Program .....	39

TOP 10 TITLE I TIPS .....	45
---------------------------	----

TITLE I INTERNET APPLICATION FAQs .....	46
---	----

INSTRUCTIONS FOR FINAL CERTIFICATION PROCESS .....	47
--	----

INSTRUCTIONS FOR COMPLETING TITLE I ELECTRONIC BUDGET AMENDMENT .....	48
---	----

### GENERAL TITLE I INFORMATION

State Title I Policies.....	49
Title I Grant Availability and Allocation Process .....	49
Title I Reporting Requirements ( <i>APR, CSIP, Financial Reporting</i> ).....	53
Coding Title I Accounts .....	54
Title I Program Requirements ( <i>SWP, Targeted Assistance, Preschools, Supplement v Supplant</i> ).....	54
Title I Financial Forms .....	55
Auditing Title I Funds .....	58
Suggestions for Maintaining Title I Fiscal Records.....	58
Suggestions for Maintaining Title I Program Records .....	59
Schools in Need of Assistance .....	59
School Choice Requirements.....	60
Title I Supplemental Education Service Providers.....	60
Teacher Loan Cancellation .....	60
Title I Parental Involvement.....	61
Website References for Title I Related Topics .....	61
Depreciation Schedule for Title I Equipment .....	63
Title I Equipment Inventory/Disposal Record Forms .....	65

TITLE I STAFF AND RESPONSIBILITIES .....	67
--	----

SPEEDY REFERENCE CALENDAR OF TITLE I DUE DATES .....	69
--	----

TITLE I QUESTIONS AND ANSWERS.....	71
------------------------------------	----

NCLB PARAPROFESSIONAL REQUIREMENTS FOR IOWA SCHOOLS.....	79
--	----

APPENDIX OF TITLE I DOCUMENTS .....	81
-------------------------------------	----

<i>Title I Parent Involvement Requirements</i>	
<i>Title I Program Evaluation</i>	
<i>LEA Review – All Title I Schools</i>	
<i>Teacher Loan Cancellation</i>	





## FOREWORD

The following is the annual *Local Education Agency Title I Reference Manual* published and distributed to provide information and guidance on developing a Title I program. This Reference Manual also includes the *Title I Electronic Internet Application Manual for 2006-2007*, which offers step-by-step instructions on completing the Title I electronic Internet application.

The due date for this application is August 15, 2006. Again this year school districts with 1,000 or more students or a private school, must complete the screen showing how the district Title I allocation has been distributed to schools by poverty level.

New for this year is a screen asking school districts to verify expenditures before certifying Title I budgets prior to the final payment. All Title I budgets must be finalized at the end of every school year prior to August 15<sup>th</sup>.

Also, you are reminded that Title I consultants provided information at the spring Title I updates regarding a new expectation for local parent policies and compacts. Please refer to that section in this reference manual for further information.

As always, don't hesitate to contact our office at 515/281-5313 if we can be of assistance. We look forward to working with you this year!

Sincerely,

Paul Cahill  
Title I Administrative Consultant



## ACRONYMS

The following is a list of acronyms used in this Manual.

AEA - Area Education Agency  
AFDC - Aid to Families of Dependent Children  
APR - Annual Progress Report  
AYP - Adequate Yearly Progress  
BEDS - Basic Educational Data Survey  
COE - Certificates of Eligibility  
CSD - Community School District  
CSIP - Comprehensive School Improvement Plan  
ED - U.S. Department of Education  
EFIG - Education Finance Incentive Grant  
ESEA - Elementary and Secondary Education Act  
FICA - Federal Insurance Contribution Act (Social Security/Medicare)  
FTE - Full-time Equivalency  
GAAP - Generally Accepted Accounting Principles  
IPERS - Iowa Public Employees Retirement System  
LEA - Local Education Agency  
LEP - Limited English Proficient  
MEP - Migrant Education Program  
NAS - National Academy of Sciences  
NCLB - No Child Left Behind Act of 2001  
P.L. - Public Law  
PPE - Per pupil expenditure  
Rdg/LA - Reading and/or Language Arts  
SEA - State Educational Agency  
SINA - Schools in Need of Assistance  
SSP - Supplemental Service Providers  
SWP - Schoolwide Program  
TA - Targeted Assistance Program

## DEFINITION OF TERMS

The following is an explanation of terms, abbreviations, and definitions associated with the Title I Annual Application. Read them carefully before using this reference manual.

### FISCAL

Allocation (LEA) - Amount of new Title I money allowed to a district. For districts with populations of 20,000 or more, allocation is made directly from the U.S. Department of Education on the basis of census poverty data and reduced for state administration funds. For districts with populations under 20,000, the U.S. Department of Education allocation is re-computed on the basis of the average of October free lunch counts and low-income revenue data.

Amendment - Must be filed electronically when the approved budget figures, on any project budget, change for any reason. Please note that this process must be followed in order for funds, approved in the budget but unspent at the end of the project year, to become available as carryover for the following school year.

Approved Amount - Total budget dollar amount that a district will expend in a project year—equal to or less than allocation.

Basic Grant - Funds allocated to districts to provide supplemental reading and mathematics programs in a LEA; accounts for the largest portion of the district's current allocation.

Carryover Allocation - Funds allocated for the previous fiscal year, but not applied for by the district in the previous school year budget, that are used in the following school year. These funds must be in excess of \$1,000 and are limited to 15% of current allocation.

Concentration Grant - Funds allocated to districts with high concentrations of low-income. Funds become part of current allocation and separate accounting is not necessary.

Current Allocation - Funds allocated for the present fiscal year.

Detail Budget - The screen on the Title I Internet Application where the district itemizes budget expenditures.



## DEFINITION OF TERMS (continued)

Education Finance Incentive Grant – Funds allocated to districts on the basis of low-income and state-demonstrated effort and equity factors. Funds become part of current allocation and no separate accounting is necessary.

Excess Carryover Funds – Funds exceeding the maximum 15% allowed for carryover into the next fiscal year. Districts may choose to carry over up to 15% of their allocation into the following school year. Once every three years a waiver for excess carryover funds can be approved. Please note that there is no limitation on carryover for districts with an allocation less than \$50,000.

Expenditures – The costs associated with operating a Title I program. Any Title I expenditures must be supplemental to the regular educational program.

Final Financial Report – Must be filed electronically by clicking “Project Budget Completion” button on the appropriate budget screen to declare project complete and approved budget figures as actual expenditures.

Fiscal Year (FY) – The period beginning July 1 and ending the following June 30.

Fixed Charges – The benefits, such as FICA, IPERS and Insurance, allowed on the Title I budget.

General Budget – The screen on the Title I Internet Application where the district applies for Title I current allocation funds.

General Carryover – The screen on the Title I Internet Application where the district applies for Title I carryover allocation funds.

Hold-Harmless Amount – Guaranteed level of funding at variable rate of 95-85% of the previous year funding, based on the percent of poverty in the LEA. Only applies if state receives adequate funding to meet hold-harmless level of funding.

Indirect Costs – A maximum amount used from the district allocation for costs related to the Title I program that are in compliance with OMB Circular A87. The maximum amount is determined by applying the district indirect cost percentage, computed annually by the DE, to the salary and benefit cost applied for in the Title I budget. Please note that for Title I purposes, the given fiscal year indirect cost rate applies to the project established for the school year and remains in place even when project expenditures extend into the next fiscal year.

Project Year – The period that covers the school year program without respect to the fiscal year.

Reallocated Funds – Excess carryover or unspent prior year funds available by the state Title I office to eligible districts. Eligibility is based on increased poverty levels and greatest need as determined by the Title I office.

Supplemental – Title I expenditures must be in addition to, not in place of, the regular educational program.

Targeted Grant – Funds allocated to provide increased grants per poverty child as the percentage of economically disadvantaged children in a school district increases. Funds become part of current allocation and no separate accounting is necessary.

Title I Internet Application – The process whereby districts apply electronically for Title I funds by completing a multi-screen application at [www.edinfo.state.ia.us](http://www.edinfo.state.ia.us). There is no longer a paper Title I application form. Please note that the password used to access the Title I application is unique to Title I and is not the same as the password used for BEDS information. The password is annually mailed to the district superintendent as part of the Title I allocation notification.

## **EVALUATION AND TITLE I ASSESSMENT**

All Iowa public school districts and schools are required to annually report to the Iowa Department of Education under the *No Child Left Behind Act of 2001 (NCLB)* to determine if local public school districts and schools made Adequate Yearly Progress (AYP) by meeting state reading and mathematics goals in grades 4, 8, and 11 for all students and subgroups, as well as participation, attendance, and high school graduation rate requirements. AYP Talking Points are available at <http://www.state.ia.us/educate/ecese/nclb/doc/ayptp.pdf>.

## **PROGRAM**

Activity – A component that is designed to help disadvantaged children meet high standards. (Reading, Mathematics, Early Childhood, Extended Day, Extended Year, etc.)

Adequate Yearly Progress (AYP) – This is a measure of progress in student achievement over time. School districts must demonstrate that they are meeting incremental goals each year in order to reach the ultimate goal of 100% of students proficient by year 2014.

Annual Progress Report (APR) – Local school district, both public and accredited private schools, are required to develop a report that is provided to the public and to the Iowa Department of Education by September 15 of each year. Title I students are included in the data provided by this report.

Comprehensive School Improvement Plan (CSIP) – Once every five years LEAs must develop a plan of improvement. Information about Title I programming, including but not limited to: parent involvement, staff development, and coordination

with other programs, selecting students for service, and Title I service delivery should be incorporated into this district plan.

Elementary and Secondary Education Act (ESEA) – The federal legislation originally enacted in 1965 that includes Title I programs. This legislation is re-authorized approximately every five years.

## DEFINITION OF TERMS (continued)

Eligible student – A student who is failing or most at risk of failing to meet locally determined educational standards is an eligible student. Each LEA must develop a process for determining student eligibility.

Homeless Children Provision – A child who is homeless and attending any school served by the LEA is eligible for services under this provision.

Limited English Proficiency (LEP) – Students who are learning English as a second language and need additional assistance in mastering the English language are categorized as LEP. These students may be served in both English as a second language programs and in Title I programs. However, Title I **may not replace** ESL instruction.

Local Delinquent Provision – Children in a local institution for delinquent children may be eligible for Title I service under this provision.

Local Neglected Program – LEAs that have institutions for neglected children in their geographic boundaries may receive additional Title I funding to provide for the education of these students. These funds are included in the general budget for Title I.

Migrant Education Program – Educational programs funded by Title I migrant funds. These federal funds are a separate funding stream and are provided by the state Title I office to LEAs with high percentages of migrant students.

Migrant Student – A migrant student is defined as a school-aged child whose parent or guardian has moved to a different school district within the last three years for the purpose of working in the agricultural industry.

No Child Left Behind (NCLB) – The 2001 reauthorization of ESEA is called No Child Left Behind. It replaced the Improving America's Schools Act (IASA) of 1994.

Parent Compact – Each Title I building must develop a compact in collaboration with parents. This compact must be distributed to all parents of Title I students. In a building with a schoolwide program, every parent should receive the compact.

Parent Involvement Policy – Districts utilizing Title I funds must have a parent involvement policy. (See Parent Document in Appendix Section of this reference manual.)

Private School Title I Services – Accredited private (non-public) schools can choose to receive Title I services for eligible students. The public school district in which the private school is located provides the services. (See section on Targeting of Funds in this reference manual for the formula to determine funds for private school Title I programming.)

Project – The set of activities and services described in the Title I Plan, that have been designed to help disadvantaged children residing in eligible attendance areas meet high standards.

Project Designs:

- **Extended Day project** provides supplemental instructional services to participating children before or after the regular school day.
- **Extended Year and/or Summer school project** provides supplemental instructional services to participating children before or after the regular school year.
- **In-class project** provides supplemental instructional services to participating children within the classroom setting.
- **Pull-out project** provides supplemental instructional services in a setting different from the regular classroom.
- **Schoolwide program** may be implemented after a year of planning is complete in a school where **40 percent** of the children are from low-income families. Schoolwide programs are designed to improve the instructional program for the entire school. Contact SEA Title I office for more information.

School – an attendance center within a local education agency.

Schools in Need of Assistance (SINA) – Each year local school districts provide information about the progress of students in all schools. School buildings that do not make adequate yearly progress are designated as schools in need of assistance. The 2001 re-authorization requires schools with this identification to notify their public of this status and if the district has multiple buildings at this grade level the district must provide transportation for students who wish to transfer to another building in the district. Additional details about transportation requirements are available through the state Title I office.

Supplement vs. Supplant – The LEA has a responsibility to provide instructional services to all students. Title I funds are designed to supplement not supplant those services. Ask the question, “In the absence of Title I, what educational opportunities would this child receive?” Title I services should be in addition to those local services.

Unduplicated Student Count – each student should be counted only once even if that student receives Title I service in more than one subject area. For example, Tommy receives Title I reading and Title I math services. When computing the unduplicated student count, Tommy can only be counted as one child.

## **ELIGIBLE SCHOOL ATTENDANCE AREAS**

Attendance Area - The geographical area or areas in which children attending a specific public school reside.

## **DEFINITION OF TERMS (continued)**

Schoolwide - Schoolwide programs allow buildings with a poverty level of 40 percent or more to combine funds to upgrade a school's overall educational program. This increased flexibility eliminates the requirement that specific children be

identified for Title I instruction. It allows schools to combine local, state and select federal funds to implement a program helping all children meet academic standards.

Targeted Assistance School - A Title I school whose low-income percentage is at or above the district average, but not participating as a schoolwide program.

Local Education Agency (LEA) - A term synonymous with the typical Iowa school district.

State Educational Agency (SEA) - The Iowa Department of Education.

## **DEFINING SCIENTIFIC RESEARCH**

Following is the definition of "scientifically based research" as it appears in the *No Child Left Behind Act of 2001*.

"The term 'scientifically based research' (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and (B) includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous objective, and scientific review."

All Title I reading programs must implement "scientifically based reading research" programs. For additional information on the 5 required areas of focus, refer to <http://www.state.ia.us/educate/ecese/tqt/tc/prodev/reading.html>.

## INSTRUCTIONS FOR PREPARATION OF A TITLE I ANNUAL APPLICATION

PLEASE SUBMIT THE TITLE I APPLICATION VIA THE TITLE I ELECTRONIC INTERNET APPLICATION. USE THE *TITLE I ELECTRONIC INTERNET APPLICATION MANUAL* INCLUDED WITHIN THIS DOCUMENT FOR STEP-BY-STEP INSTRUCTIONS AND REFER TO THE FOLLOWING FOR SPECIFIC APPLICATION AND PROGRAM GUIDANCE.

YOU ARE REMINDED THAT ALL REQUIRED INFORMATION MUST BE ACCURATELY COMPLETED AND APPROVED BY STATE TITLE I STAFF BEFORE FUNDS CAN BE RELEASED TO THE LEA. A COMPLETE APPLICATION CONSISTS OF EACH APPLICABLE SCREEN AS OUTLINED IN THE FOLLOWING PAGES. APPLICATION ACCURACY MEANS TIMELY APPROVAL.

### ANNUAL APPLICATION SCREEN

**NOTE:** The Annual Application Screen must be completed to receive Title I funding.

The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number, agency FAX number (if available) and contact person's e-mail address (if available). Either the superintendent or the Title I contact person must certify the Title I application as the first step of the application process.

	Preschool	Reading Recovery	Pull-out	In-Class	Combo: Pull-Out/ In-Class	Extended Day	Summer School
Rdg/LA							
Math							
Other							

**NOTE:** Each year, each building must analyze its own student achievement data and make appropriate decisions about Title I services. Title I services should be based upon current conditions and need, rather than past traditions. Within the boundaries of Title I legislation, determine the areas of service to be offered; and what grade levels are to be served. This section is for reporting the type of Title I services delivered in your district. If you have a Title I preschool program, enter the **AGE (S)** of children being served in the "Preschool" column opposite "Other." If you have a trained Reading Recovery teacher working with first graders in Title I, place a **1** in that column. Indicate all other types of Title I programs by entering the **grade levels** of students served in reading and/or mathematics. If Title I services are available in other subject areas as approved by the State Title I Office, again enter the grade levels of students served under the type of program. For example, if your district has pull-out reading instruction in the primary grades and in-class math instruction for 4th and 5th graders, enter **1-3** opposite "Rdg/LA" (Reading/Language Arts) in the "Pull-Out" column and **4-5** opposite "Math" in the "In-Class" column. **DO NOT include numbers of students served.**

### SELECTION OF SCHOOLS SCREEN

**NOTE:** The Selection of Schools Screen must be completed to receive Title I funding.

A district must rank all of its school attendance areas (the geographic area from which the district draws its children) according to their percent of poverty. A district must use the same measure of poverty for identifying eligible school attendance area; determining the ranking of each area; and determining the allocation for each area.

**LOW-INCOME CRITERIA** used to identify and rank eligible attendance areas and determine school allocations:

Select one: ☐ Free and Reduced Price School Lunch; ☐ Free Lunch Only; ☐ Other (describe)

Select the source or sources of data that the agency uses to determine the number of low-income families. A district must select a poverty measure from the following options: children ages 5-17 in poverty as counted in the most recent census data; children eligible for free and reduced-price lunches; children in families receiving assistance under the State Temporary Assistance for Needy Families (TANF); children eligible to receive medical assistance under the

Medicaid program; or a composite of any of the above measures. Each district must choose a single data source or combination of data sources as its school attendance area selection criterion. Documentation of data secured should be made part of the applicant agency's Title I record, but need not be submitted to the Title I Office. However, the district should keep this information on file for possible inspection by auditors and the SEA staff. The most commonly used source of low-income data is the school district free and reduced price school lunch count.

## **RESIDENT CHILDREN**

Please select either "Attendance Area" or "Enrolled" to indicate which most accurately reflects the data shown below for "Resident Children by Attendance Area" and "Resident Children from Low-Income Families". If school attendance centers within a school district have no official boundaries, the district may determine school attendance center low-income percentages using enrollment figures.

## **RANK ORDER OF ATTENDANCE AREAS**

Please indicate whether the district is using low-income percentage or grade span and percentage to rank order attendance centers. Based on the choice selected, the attendance centers will be automatically sorted once all data is entered below and user clicks the Update button. The most commonly used method is rank order by low-income percentage.

## **ATTENDANCE CENTER INFORMATION**

**NOTE: Data used in this section may be from any month during the previous school calendar year and must be consistent across the district.**

All columns must be completed before application can be approved. **Exception:** "Eligible" and "Served" columns for schoolwide buildings. The information for **ALL** buildings in the district must be completed even if Title I funds are not used in all buildings. An example of how this page should be completed is included in each of the example sections below.

<b>RANK ORDER OF ATTENDANCE AREAS</b>			
List all public schools in rank order by low-income percentage			
Bldg. No.	Name of Attendance Center	Grade Levels Housed	Status (*)
1	2	3	4
E X 409	A M P L E O N District Elementary	L Y K-6	T
Totals			

### **Column 1 – Building Number (Bldg. No.)**

The building numbers for each attendance center in the LEA are automatically entered on the Selection of Schools Screen. These numbers should match with information printed in the Iowa Educational Directory.

### **Column 2 - Name of Attendance Center**

All public school attendance centers are listed automatically for the district. After selecting the rank order criterion being used, the attendance centers will be automatically sorted in rank order from highest to lowest according to low-income percentages. **NOTE:** If a building is listed that has been closed within your district since the last school year, list the appropriate student data under the building where the students are now being housed. If there is a new building in your district that is not listed, please send a letter to the Title I office giving the correct data to be entered by Title I staff once the building is listed.

### **Column 3 - Grade Levels Housed**

The grades housed in each center within the LEA will automatically be entered for each attendance center.

**Column 4 - Status (\*)**

The default for this column is “N.” Please select the code that indicates whether an attendance center is (S) Schoolwide Program, (T) Targeted Assistance School, or (N) Not Served. (Refer to section on Definitions.)

**NOTE:** Schoolwide programs require 40 percent low-income and a year of planning prior to implementation. A Schoolwide Program school is not required to specifically identify eligible students, but must address the needs of low-achieving children and those most at risk of not meeting the state’s student academic achievement standards. A Targeted Assistance School is a program that targets services on specific, identified children. A student is eligible for services if he/she is failing, or most at risk of failing, to meet the state’s challenging student academic standards.

Resident children in Attendance Area (Include public and private school children)						
All Resident Children by Attendance Area			Resident Children from Low-income Families			Percent
Public 5	Private 6	Total 7	Public 8	Private 9	Total 10	10/7 11
E X 100	A M 8	P L 108	E O 30	N L 2	Y 32	29.6
Districtwide Percentage (Column 10 Total / Column 7 Total)						

In selecting participating areas and schools, a district may 1) designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families—i.e., the “35 percent rule”; 2) use Part A funds in a school that does not serve an eligible school attendance area if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of the LEA; 3) elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families (than a school that is served) if a) the school meets the Title I comparability requirements; b) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of Section 1114 or 1115 of NCLB; and c) the funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A; and 4) for one additional year only, designate and serve a school attendance area or school that is no longer eligible but was eligible and served in the preceding year.

**Column 5 - Public - All Resident Children by Attendance Area**

Enter, by attendance center, the number of children residing therein. This would include all resident children enrolled in other public schools, children housed in institutions in the district, children that are home-schooled, and dropouts. The column will automatically calculate the total number of resident public school children in the LEA.

**NOTE:** Do not include children open enrolled to another LEA; do include children open enrolled into your LEA.

**GRADESHARING DISTRICTS** need to enter the combined resident count for grade levels housed within district. **NOTE:** Where applicable include special education children (i.e. special education students the district sends to programs in other districts), local neglected and delinquent children, children that are home-schooled, and dropouts that could be enrolled in the grade levels housed from both the district filing the application and districts entered in the whole-grade sharing agreement.

**Column 6 - Private - All Resident Children by Attendance Area**

Enter the number of children attending private schools that reside within each public school attendance center boundary. The column will automatically calculate the total number of resident private school children. **NOTE:** Accredited private schools within the LEA appear at the bottom of this screen. If there are private schools within your LEA, you must reflect the appropriate numbers in this column. For guidance in determining low-income private school children, see Title I Questions and Answers, Allocation of Title I Funds to School Attendance Areas and Schools section of this reference manual.

**Column 7 - Total - All Resident Children by Attendance Area**

Columns 5 and 6 will be automatically calculated to reflect the total number of resident children by attendance center. Column 7 will automatically calculate to reflect the total number of resident children in the LEA.

**Column 8 - Public - Resident children from Low-income Families**

Enter, by attendance center area, the number of children from Column 5 that are from low-income families. The column will automatically calculate the total number of resident public school children from low-income families within the LEA.

**Column 9 - Private - Resident Children from Low-income Families**

Enter, by attendance center area, the number of children from Column 6 that are from low-income families. The column will automatically calculate the total number of resident private school children from low-income families.

**NOTE:** Accredited private schools within the LEA appear at the bottom of this screen. If there are private schools within your LEA, you must reflect the appropriate numbers in this column.

**Column 10 - Total - Resident Children from Low-income Families**

Columns 8 and 9 will be automatically calculated to reflect the total number of children that are from low-income families by attendance center area. Column 10 will automatically calculate to reflect the total number of public and private school students that are from low-income families.

**Column 11 - Percent - 10/7**

The low-income percentage for each attendance center area will be automatically computed to reflect the percent of low-income in Column 11 to the nearest tenth of a percent (e.g. 29.6). The box at the bottom of Column 11 will automatically enter the districtwide average low-income percentage by dividing the total of Column 10 by the total of Column 7. Those schools above the districtwide average are eligible to receive Title I funds. (Refer to section on Within District Targeting of Title I funds.)

**NOTE: Attendance centers with 75% or above poverty rate are mandatory centers, including middle and high schools, and must be served by Title I.**

Only after a district has served all of its areas with a poverty rate above 75 percent may the district serve lower-ranked areas. The district has the option to (1) continue on with the district-wide ranking or (2) rank remaining areas by grade span groupings.

- The same district-wide poverty average must be used if the district selects option (1).
- For ranking by grade span groupings, the district may use (1) the district-wide poverty average or (2) the district-wide grade span poverty averages for the relevant grade span grouping.
- If a district has no school attendance areas above 75 percent poverty, the district may rank district-wide or by grade span groupings.
- A district's organization of its schools defines its grade span groupings. For example, if a district has elementary schools serving all elementary grades, middle schools, and high schools, the grade span groupings would be grades K-5, 6-8, and 9-12. To the extent a district has schools that overlap grade spans (e.g., K-8), the district should include a school in the grade span in which it is most appropriate.

**NOTE:** A district with an enrollment of less than 1,000 students or with only one school per grade span is not required to rank its school attendance areas.

Unduplicated Student Counts (public only) For Targeted Assistance Schools		Grade Levels Served by Title I
Eligible	Served	
12	13	14
E X A 40	M P 25	L E 1-3

**Column 12 - Eligible - Unduplicated Student Counts (public only) for Targeted Assistance Schools**

A student who is failing or most at risk of failing to meet locally determined educational standards is an eligible student. Each LEA must develop a process for determining student eligibility. These determinations may be based upon teacher judgment, parental input and developmentally appropriate measures for kindergarten through grade 2. For grades 3 and above, use educationally objective criteria. Using district Title I selection criteria, enter the unduplicated number of public school students at each (T) Targeted Assistance School who are eligible for the Title I

service being offered at that school. **This column must be completed in order for the application to be approved.**

**Column 13 - Served - Unduplicated Student Counts (public only) for Targeted Assistance Schools**

Using the information in Column 12 enter the unduplicated number of public school students to be served at each (T) Targeted Assistance School. The number in Column 13 cannot be greater than the number in Column 12. **This column must be completed in order for the application to be approved.**

**Column 14 - Grade Levels Served**

Enter the grade levels at which students are receiving Title I service in each served building. For example, if Title I instruction is available in reading to students in primary grades only, enter "1-3" in column 14 opposite the name of that school. **NOTE:** Grade levels served must match data entered on Annual Application Screen.

**NUMBER OF ELIGIBLE HOMELESS CHILDREN IN NON-ELIGIBLE ATTENDANCE AREAS**

**DISTRICTS WITH MORE THAN ONE LIKE GRADE SPAN SCHOOL MUST COMPLETE THIS INQUIRY ONLY IF AT LEAST ONE OF THE SCHOOLS IS ELIGIBLE AND THE OTHER IS NOT ELIGIBLE.**

Currently, Section 281-33.3 (256) of the Iowa Code requires school districts to "Locate and identify homeless children or youth of school age who are found within the district...". In the Iowa code a "homeless child or youth of school age" is defined as "a child or youth between the ages of 5 and 21 who lacks a fixed, regular, and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age."

The estimated <b>total</b> number of homeless children residing in your district during the school year.	20
1. Estimate the number of homeless children currently residing (enrolled and non-enrolled) in <b>non-Title I funded schools</b> , shelters, and other locations where children may live. (report only homeless children that would be either the same age or in the same grade span as children served in Title I schools)	
2. <b>If applicable</b> , list the amount of Title I funds that will be set aside to ensure equitable service to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.	
3. <b>If applicable</b> , please provide a description of the Title I services that will be provided to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.	

An estimated total number of homeless children residing in your district has been automatically entered.

- ◆ For question #1, estimate the number of homeless children in the district in non-Title I funded schools, shelters and other locations where children may live. Report only homeless children that would be either the same age or in the same grade span as children served in Title I schools. **If the district has no such children, a "0" must be entered.**
- ◆ If children are reported in question #1, then for question #2 list the dollar amount of Title I funds that will be set aside to ensure equitable service to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters and other locations where children may live.
- ◆ If children are reported in question #1, please provide a narrative description of the Title I services that will be provided to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters and other locations where children may live in response to question #3.

**PRIVATE SCHOOLS RECEIVING SERVICES**

		Number of Children Enrolled Residing in Project Areas
Name	Grade Levels	
	<b>TOTALS</b>	

All accredited private school attendance centers in your school district and the grade levels of each center will automatically be displayed. Enter the number of children enrolled who reside in a participating Title I attendance center



(these children should have been entered in Column 6 above). Compute the total number of private school children enrolled who are residing in project areas and enter in the appropriate column.

Unduplicated Student Counts		
	Eligible	Served
<b>TOTALS</b>		

Enter the unduplicated number of children from each private school attendance center who are eligible for the Title I service and, in the last column, the actual unduplicated number of private school children to be served. Each column will automatically calculate the total number of eligible private school students and the total number of those students served by Title I.

### PROJECT NARRATIVES SCREEN

**NOTE: The Project Narratives Screen must be completed in order to certify the budget and receive funding.**

Once the Project Narratives Screen is selected from the pull-down menu, all narratives will automatically appear with space to enter your response. Please note that each space provided for your written response is designed to accept a maximum of 1500 characters, including spaces and punctuation and will give you a running total of the number of characters entered.

In all districts, regardless of program type, the Title I Project Narratives must provide a complete and accurate description of the Title I program to be delivered during the current school year.

Please provide a written response to each of the following:

1. Describe the Title I student selection process in targeted assistance buildings. NOTE: If you offer a schoolwide program only, you **must** type "we are a schoolwide program" in response to this question in order for the Title I electronic Internet application program to save your responses to this screen.
2. Outline the Title I services that are provided to students. Reference the use of student data that supports the decision to offer specific Title I programming.
3. Explain how Title I funds are utilized to supplement district professional development activities designed to improve teaching and learning in reading and mathematics (including as appropriate migrant, neglected, delinquent and English Language Learners.)
4. Summarize the ways in which Title I services coordinate and integrate with other programs and services (e.g. Even Start, Reading First).
5. Describe the process that is used to annually evaluate the effectiveness of the Title I program.

Please enter the appropriate date following the format of the example given (e.g. 3/06/2004) for the following:

6. Supply the date on which information regarding teacher qualifications was provided to parents.

Please select either "YES, there is a policy in place" or "NO, there is not a policy in place" for the following:

7. The local school district has a parent policy and compact in place for each Title I building.

### PROJECT STAFF ASSIGNMENTS SCREEN

**NOTE: The Title I Staff Assignments Screen must be completed to receive Title I funding.**

On this screen you should report Title I staff paid from the general budget, general carryover budget, local neglected funds, local delinquent funds, and migrant education program funds, as applicable.

## Staff Funded by Combined General Budget and Carryover

Indicate Title I Staff, Only, for All Entries

	REGULAR TERM STAFF				SUMMER TERM STAFF	LOCAL NEGLECTED and/or DELINQUENT STAFF
	PUBLIC		PRIVATE			
	WHOLE NUMBER	FTE	WHOLE NUMBER	FTE	WHOLE NUMBER	WHOLE NUMBER
CERTIFIED						
EDUCATIONAL ASSOCIATES						
SUPPORTIVE						
TOTAL	1	1.00	0	0.00	0	0

**NOTE:** Summer school salaries must be broken out on the General Budget Detail Screen.

Enter the number of staff assignments for which salary payments will be made from Title I funds for services to be performed in this project in schoolwide as well as targeted assistance buildings. Title I teachers and Title I paraprofessionals must operate according to Title I regulations for the percentage of the day during which they are paid with Title I funds. Paraprofessionals funded through Title I in targeted assistance buildings must be qualified under NCLB. Regardless of funding source, all paraprofessionals in a Title I schoolwide building must be qualified under NCLB.

**NOTE:** You must enter whole numbers for the program to accept your data.

Complete the full-time equivalency (FTE) for staff assignments for the regular term. The FTE of a staff member must reflect that part of the staff member's salary paid by Title I. Title I funded personnel (Title I teacher and Title I paraeducator) in a targeted assistance program must operate according to Title I regulations for the percentage of the day during which they are paid with Title I funds. Round this figure (FTE) to the nearest tenth of a percent (e.g. 3.4). ALSO, IF CARRYOVER FUNDS ARE USED FOR PARTIAL SALARIES, it will be necessary to prorate the FTE on both the General and Carryover Budgets. For example: assume that you have \$5,000 available in carryover funds. The carryover funds represent 20 percent of the salary, so you should report one (1) teacher at .8 FTE on the General Budget Detail Screen and one teacher with a FTE of .2 on the General Carryover Detail Screen.

Enter the number of staff for any summer school program that is part of the project.

Enter the number of Local Neglected Education and/or Local Delinquent Education program staff that is part of the project. **NOTE:** Any salary associated with local neglected education staff will be reflected on the general budget, while any salary paid with local delinquent education funds will appear on the local delinquent budget.

The terms certified, paraprofessional (educational associates), and supportive personnel are defined as follows:

1. Certified - These are the teachers who have been employed to perform the teaching activities described in this application. Teachers with responsibility for any remedial reading instruction must have a reading endorsement. Any questions regarding a reading endorsement must be directed to the DE Bureau of Practitioner Preparation and Licensure. **NOTE:** Title I math teachers need no additional endorsement.
2. Paraprofessional – For the purposes of Title I, Part A, a paraprofessional is an employee who provides instructional support in a program supported with Title I, Part A funds. This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher. **NOTE:** Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
3. Supportive - This term refers to both certified and non-certified staff who will be employed to assist and support the activities described in this application.

**NOTE:** In addition to the above-mentioned positions, it may be necessary to use Title I funds to employ on an hourly basis bus drivers, food service employees and additional custodial help. Do not include such personnel of this type in this section. However, such personnel should be identified and included in the Title I General Budget.

TITLE I Educational Associates	
TITLE I FUNDED BUILDINGS	TOTAL NUMBER
Total number of associates providing instructional services in Title I schoolwide buildings:	
Total number of Title I funded associates providing instructional services in Title I targeted assistance buildings:	

Enter the total number of associates providing instructional services in Title I schoolwide buildings, regardless of funding source. Enter the number of Title I funded paraprofessionals employed within the district providing instructional services within a targeted assistance building. Record each paraprofessional only once. If paraprofessionals are only used for summer school, please remember to complete this section for the summer school staff as applicable. **NOTE:** Do not include in this section any staff classified as “Certified” or “Supportive.” The definition and NCLB requirements for paraprofessionals can be found at the back of this Reference Manual (see Table of Contents).

EDUCATIONAL LEVEL	NUMBER BY EDUCATIONAL LEVEL
Community College Associate Degree:	
Voluntary Paraeducator Certification:	
Two or more years of college:	
HS diploma:	
District determined assessment:	

Please enter the number of paraprofessionals broken out by level. The sum of the 'Educational Level' numbers should equal the sum of the two 'Title I Funded Buildings' totals above.

#### GENERAL BUDGET SCREEN

**NOTE: The General Budget Screen must be completed to receive Title I funding.**

#### Local Neglected Funding

If your LEA provides Title I service to a local neglected facility with local neglected funding, you must:

1. Include, in the appropriate expenditure categories on the Title I General Budget Detail Screen, the Title I local neglected costs.
2. Complete the narrative question on the Local Neglected or Delinquent Narrative Screen and describe how the services provided to any local neglected facility with Title I local neglected funding will be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs. **NOTE:** The narrative question must be completed in order to certify the budget and receive Title I funding.

# **TITLE I CURRENT PROJECT BUDGET (ROUND TO NEAREST DOLLAR)**

(ROUND TO NEAREST DOLLAR)		OBJECTS						
FUNCTION	EXPENDITURE ACCOUNTS	SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES/ OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
1000	Instruction							
2200	Instructional Staff and Support Services							
2300	Administration Support Services							
2600	Operations and Maintenance of Plant							
2700	Student Transportation Services							
3100	School Nutrition Services							
3300	Community Services (Parent)							
4000	Facilities Acquisition and Construction							
TOTAL PROJECT BUDGET (DO NOT EXCEED NEW TITLE I ALLOCATION)								\$

There are two Title I budget forms: (1) the Title I Current Project Budget on the General Budget Screen which represents the total amounts requested for specific items found in the Detail Budget and (2) the General Budget Detail Screen which provides an **itemized** account of expenditures to be incurred. No data can be entered on the Title I Current Project Budget. This is a summary table that displays totals automatically transferred from the General Budget Detail Screen.

**NOTE:** If "Unavailable" appears in the lookup box on the General Budget Screen, it indicates that the district has not yet entered amounts in the budget detail screen.

You may only enter figures on the Detail Budget and those figures will be automatically placed into the Title I Current Project Budget. **NOTE: Do not attempt to enter any figures in the "Total" fields as the total is automatically calculated as you enter specific expenditure figures.** Round all amounts to the nearest dollar. Be sure the total project budget amount applied for on the Title I Current Project Budget (including any local neglected funds, but **not** carryover funds) does not exceed the new Title I current allocation as noted at the bottom of the Annual Application Screen. This budget is to reflect only the portion of the Title I program that will be paid for with Title I funds received by your district. **Any expenditure covered by local general fund dollars must not be included in this budget.**

When all information has been entered on the General Budget Detail Screen, you may return to the General Budget Screen and you will see the total budget figures in each category on the Title I Current Project Budget. **NOTE: After verifying the accuracy of the figures entered in each of the four tables on the General Budget Screen, you must certify the Title I Current Project Budget before the Title I staff can proceed with processing your application.** To certify the budget, simply click on the "Certify" button that appears next to the words "District Certified" at the top of the budget table on the General Budget screen. Once you click the "Certify" button, a yellow warning message will appear as a reminder that all required screens must be completed before the SEA can approve the budget and release funds to the LEA.

Once the district certifies the Title I Current Project Budget, no changes can be made at the local level. If a need arises to change budget figures prior to approval by state Title I staff, you may remove district certification and make revisions to the budget by following the process outlined in the *Title I Electronic Internet Application Manual*. **NOTE:** It is advisable to visit with the Title I office prior to revising the budget in this situation.

For various reasons, it may become necessary for a district to amend the approved budget during the project year. The option for amending the Title I Current Project Budget becomes available electronically once the SEA approves the General Budget or General Carryover Budget. If you encounter a need to amend the budget during the project year, refer to the *Title I Electronic Internet Application Manual* for instructions regarding the amendment process.

Carryover funds are previous year current allocation funds that were not applied for by the district in the previous school year budget. Funds that were applied for by the district in the previous school year budget but not actually spent as part of the previous school year costs only become available carryover funds for the district through an electronic amendment process. All carryover funds are limited by Title I legislation to a maximum 15 percent of the allocation for districts receiving \$50,000 or more. A waiver of the 15 percent maximum carryover limitation is available to districts once every three years. The minimum carryover that may be applied for is \$1,000. Applications for use of carryover funds will require completion of the Title I General Carryover and General Carryover Detail Budget Screens. A carryover allocation requires separate accounting.

**NOTE:** Local neglected education program funds should be included in the Title I General Budget and itemized on the General Budget Detail Screen to reflect total LEA local neglected program expenditures.

**NOTE:** Local delinquent education program funds are separate from the current allocation and are to be applied for as a separate project on the Delinquent Application, with a separate budget and separate accounting.

### GENERAL BUDGET DETAIL SCREEN

**NOTE:** The General Budget Detail Screen must be completed to receive Title I funding.

**NOTE:** Refer to the *Title I Electronic Internet Application Manual* for instructions in accessing the General Budget Detail Screen and guidance in electronically completing and submitting the form. Do not enter any figures in a "Total" box.

The General Budget Detail Screen has as its purpose the providing of detail that is not possible to provide in the Title I Current Project Budget. To assist you with this specific budget development, the following explanation of the Title I Current Project Budget will be made by discussing the nine columns moving left to right across the top of the budget.

FUNCTION	EXPENDITURE ACCOUNTS	OBJECTS						
		SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES /OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)

**Functions - Column 1** - Each function number in Column 1 represents a broad series of expenditures used in uniform financial accounting.

**Expenditure Accounts - Column 2** - These expenditure categories represent the names of expenditure accounts to be used to classify Title I expenditures.

**Objects - Salaries - Column 3** - The salary amounts include all payments for services rendered that will be paid directly by the LEA from Title I funds. **Do not include salaries paid from Phase I, II, or III monies.**

**Objects - Employee Benefits - Column 4** - Title I funds may be used to pay Iowa Public Employees Retirement System (IPERS), Federal Insurance Contribution Act (FICA) of salaried Title I employees, and other district benefits. Since the percent of contribution on both the above-mentioned programs may change, proposed expenditures should be based upon the current percents of 7.65% for FICA and 5.75% for IPERS. **Itemize the employee benefits by categories on the General Budget Detail Screen -- FICA, IPERS, and Insurance (e.g. workers compensation insurance, medical, dental, disability, life insurance, and unemployment).**

**Objects - Purchased Services - Columns 5** - Purchased Services includes all payments to be made to other agencies or individuals not on the payroll for specific services performed. **NOTE:** Equipment repair is considered a purchased services expense.

**Objects - Supplies - Column 6** - Approvable amounts for materials and supplies for Title I project are to be entered in Column 6.

Expenditures for materials and supplies will be limited to the minimum required to implement and continue Title I activities or services. Examples of supplies are consumable materials, computer software, books, manuals, etc. **Expenditures for Title I supplies to be purchased must be itemized by category as identified on the General Budget Detail Screen.**

**Objects - Property - Column 7** - Approvable amounts for instructional equipment are to be entered in Column 7. Expenditures for instructional equipment will be limited to the minimum required to implement and continue Title I activities or services. Examples of items budgeted in property might be computer hardware or furniture. **Expenditures for Title I property to be purchased must be included on the General Budget Detail Screen.**

**Objects - Other Expenses and Other Uses of Funds - Column 8** - The Other Expenses Column includes other expenditures not classified as Salaries, Employee Benefits, Purchased Services, Supplies, or Property. This is the column to use for professional dues and indirect costs. See function explanations below for proper placement of these costs.

**Objects - Total - Column 9** - This column includes the sum total of amounts recorded in Columns 3 through 8.

Explanation of the Functions 1000-4000 requires certain detail related to regulations governing Title I expenses. Each expenditure category is explained as follows:

FUNCTION (1)	EXPENDITURE ACCOUNTS (2)	OBJECTS						
		SALARIES (3) 100	EMPLOYEE BENEFITS (4) 200	PURCHASED SERVICES (5) 300-500	SUPPLIES (6) 600	PROPERTY (7) 700	OTHER EXPENSE S/OTHER USES OF FUNDS (8) 800-900	TOTAL (9)
1000	Instruction	<b>Total</b> \$63,300 Certified Salary  \$52,500 Associates Salary  \$8,000 Subs Salary  \$0 Local Neglected  \$0 Other \$2800 Description: Summer School Staff	<b>Total</b> \$9982 FICA \$4842 IPERS  \$3640 Ins \$1500 Local Neglected  \$0	<b>Total</b> - \$350 Travel Between Buildings \$0 Prof. Staff Development \$350 Local Neglected \$0	<b>Total</b> \$1393 Consum- ables \$500 Software \$493 Title I Books \$400 Diagnostic Testing Mat. \$0 Local Neglected \$0 Other \$0 Description	<b>Total</b> \$1950 Computer  \$1950 Chair \$0 Service Contract \$0 Local Neglected \$0 Other \$0  \$0 Computer Cart \$0 Printer \$0 TV/VCR \$0 Tables \$0 Bookcase \$0 Desk \$0 File Cabinet  \$0 Bookshelf \$0	<b>Total</b> \$0 Prof. Dues  \$0 Local Neglected  \$0 Other \$0	\$76,975

**Function 1000 - Instruction** - This includes Salaries, Column 3, paid to the employees who have been employed to complete the teaching activities of the program. Employee Benefits, Column 4, Title I funds may be used to pay Iowa Public Employees Retirement System (IPERS) and Federal Insurance Contribution Act (FICA) of salaried Title I teachers and associates as these are mandated by law. Purchased Services, Column 5 includes amounts for instructional services purchased from other agencies or rental of instructional equipment. It also includes expenses incurred to provide the instructional service of the Title I activity. An example would be the travel expense of a teacher who had teaching duties in two attendance centers during the day. The expense of such travel would be included in this column.

Column 6 includes approvable amounts for materials and supplies for Title I. Column 7 includes approvable amounts for instructional equipment. Column 8, Other Expenses and Other Uses of Funds, includes expenses for professional dues. **(NOTE: Indirect Costs go under Function 2300.)**

FUNCTION	EXPENDITURE ACCOUNTS	OBJECTS						
		SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES /OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
2200	Instructional Staff and Support Services			Total \$0 Inservice \$0 Travel \$0 Other \$0 Description				

**Function 2200 - Instructional Staff and Support Services** - Column 5, Purchased Services, includes amounts for inservice and travel.

FUNCTION	EXPENDITURE ACCOUNTS	OBJECTS						
		SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES /OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
2300	Administration Support Services	Total \$0 Title I \$0 Coord salary \$0 Clerical salary \$0 Other \$0 Description	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Audit (if eligible) \$0 Other \$0			Total \$1466 Indirect Cost \$1466	\$1466

**Function 2300 - Administration Support Services** - Salaries (Column 3) and Employee Benefits (Column 4) for the administration of Title I programs cannot be paid from Title I funds. There are two notable exceptions to this rule:

1. When the project is of sufficient size and scope to merit an administrator. The SEA makes the final decision as to size and scope.
2. When summer school activities are of sufficient size and scope to merit an administrator. Again, the SEA makes the final decision as to size and scope. A letter must be sent to the Title I office stating that the director of the summer school is not otherwise under General Fund contractual obligation to the district.

Column 5, Purchased Services, LEAs that expend more than \$300,000 annually in federal funds may use Title I funds to pay the expense of an audit that is incurred as a direct result of the Title I program. Since an audit will be made after the close of the fiscal year, it is recommended that funds in the current budget be set aside to pay the cost of the preceding year's program.

Column 8, approvable amounts for restricted indirect costs are to be entered on the Title I Project Budget in Column 8, Other Expenses and Other Uses of Funds.

**The restricted indirect cost percentage can be applied only to the amounts of salaries and employee benefits (current and carryover budgets) approved for Title I staff.**

Indirect Costs are those costs that are not readily identifiable with the activities or contracted services, but are nevertheless incurred for the joint benefit of those activities and programs of the organization. **NOTE:** Indirect cost expenditures must comply with the U.S. Office of Management and Budget Circular A87. The advantage of an Indirect Cost Allocation Plan and rate is that it is a simplified means for determining a fair share for indirect costs of Federal grants and contracts. **The indirect cost rate must be calculated and applied for on each budget. If the indirect cost exceeds the maximum allowed for the salaries and benefits on the budget, a RED warning will be received and will need to be corrected prior to proceeding.**

The Iowa Restricted Indirect Cost Plan for LEAs establishes maximum predetermined rates for a given fiscal year. Restricted Indirect Cost Rates are computed annually by the Iowa Department of Education. **NOTE:** For Title I purposes, the given fiscal year indirect cost rate applies to the project established for the school year and remains in place even when project expenditures extend into the next fiscal year.

FUNCTION	EXPENDITURE ACCOUNTS	OBJECTS						
		SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES /OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
2600	Operation and Maintenance of Plant			Total \$0				

#### **Function 2600**

**- Operation and Maintenance of Plant** - A district may apply for off-the-top non-instructional expenditures that have incurred as a result of operating a Title I private school site or a Title I migrant education program. Expenses may include rent; lease of real property; utilities; insurance and maintenance costs.

FUNCTION	EXPENDITURE ACCOUNTS	OBJECTS						
		SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES /OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
2700	Student Transportation Services	Total \$0 Other \$0 Description	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Other \$0 Description				

**Function 2700 - Student Transportation Services** - Title I funds may be used to pay the transportation expense of public school students only to Title I activities only when normally scheduled LEA bus service is not available. Examples would include transportation of students between attendance centers, extra bus trips for pre-kindergarten and kindergarten students, and summer school.

Column 3, Salaries, should contain the amount needed to pay the salaries of the bus drivers. Column 4 would include the employee benefits of the bus drivers. Column 5 would include any contractual agreement with an outside agency for busing children. Column 5, Purchased Services, should be used for the maintenance cost of district buses when they are directly involved in the transportation of Title I students. Column 5, Purchased Services, should be used when paying off-the-top expenses to transport private school students to public school or neutral site for Title I instructional services.

FUNCTION	EXPENDITURE ACCOUNTS	OBJECTS						
		SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES /OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
3100	School Nutrition Services	Total \$0 Other \$0 Description	Total \$0 FICA \$0 IPERS \$0 Ins \$0	Total \$0 Other \$0 Description				

**Function 3100 - School Nutrition Services** - Title I funds may be used for providing food and food services only when they are not covered by state or federal funds received from the Bureau of Food and Nutrition of the Iowa Department of Education. The SEA will review each request individually.

FUNCTION	EXPENDITURE ACCOUNTS	OBJECTS						
		SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES /OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)



(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
3300	Community Services (Parent)	<b>Total</b> \$0 Other \$0 Descript	<b>Total</b> FICA \$0 IPERS \$0 Ins \$0	<b>Total</b> Other \$0 Description	<b>Total</b> Other \$400 Description Parent Handbook			\$400

**Function 3300 - Community Services (Parent)** - Title I funds may be used for activities associated with Parent Involvement.

**NOTE:** LEAs receiving allocations of \$500,000 or more shall reserve not less than 1 percent of the allocation for parent involvement activities, including family literacy and parenting skills.

FUNCTION	EXPENDITURE ACCOUNTS	OBJECTS						
		SALARIE S	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES /OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
4000	Facilities Acquisition and Construction			<b>Total</b> Other \$0 \$0 Description	<b>Total</b> Other \$0 Description	<b>Total</b> Other \$0 Description		

**Function 4000 - Facilities Acquisition and Construction** - This expenditure category is rarely used. Prior approval by the SEA is required. **NOTE:** Title I funds may **not** be used for construction expenses.

## WITHIN DISTRICT TARGETING OF TITLE I FUNDS SCREEN

Fiscal Year:	F o r m:		
Enter District Number; or, Full or Partial Name	District: <b>0009</b> Name: <b>AGWSR Comm School District</b>		
State Only:	Application ID: T1	Login: 0009	Password: T1900A64

### Bureau of Instructional Services

## TITLE I

# 2006-2007 Within District Targeting of Funds

ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE I OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.

First-time users, please note that extensive instructions appear at the end of this form.

**You must click UPDATE to calculate totals and save changes. . .  
the Netscape Print and GO buttons do NOT save changes!**

ORDER OF ATTENDANCE AREAS RANKED BY LOW INCOME %						NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES			ALLOCATION CALCULATION	
Remove Building	Building No.	Name of Attendance Center	Grade Levels Housed	Status *	%	Public	Private	Total	Per Poverty Child Amount (\$)	Attendance Center Allocation (Total x Amount)
						<b>DISTRICT TOTALS</b>				

**\*Status Code:** S = Schoolwide Project    T=Targeted Assistance School    (N = Not Served, will not appear in this list)

**You must click UPDATE to calculate totals and save changes. . .  
the Netscape Print and GO buttons do NOT save changes!**

This screen will be pre-populated with data from the "Selection of Schools" screen. Districts should verify the number of public and private school children from low-income families. The per-poverty allocation calculated by the district must be completed in the "Per Poverty Child Amount" column. Once the per-poverty child amount is completed and the "Update" button is clicked, the application will automatically calculate the attendance area allocation.

### ADD A SCHOOL

**NOTE:** If schools already exist, above, adding another school does not update any existing numbers you may have changed, only the UPDATE button can save changes.

Select a school from the above drop-down menu, then click the "Add the Selected School" button. Duplicates of the same school are NOT allowed.

**NOTE:** Districts that have 1,000 or more students or serve a private school must complete the Within District Targeting of Funds Screen to receive Title I funding.

Districts must allocate Title I funds to participating school attendance areas or schools, in rank order, based on the total number of children from low-income families in each area or school. A district with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.

If a district serves any schools below 35 percent poverty, the district must allocate to all participating areas or schools an amount for each low-income child in each participating school attendance area or school that is at least 125 percent of the district's allocation per low-income child.

- A district's allocation per low-income child is the total district allocation under Title I divided by the number of low-income children in the district. The district then multiplies this per-child amount by 125 percent.

- A district calculates 125 percent of its allocation per low-income child before the district reserves any funds.
- A district must allocate at least this amount for each low-income child in every school the district serves, not just for those schools below 35 percent poverty.

A district serving only areas or schools at or above 35 percent poverty must allocate funds in rank order, on the basis of the total number of low-income children in each area or school but is not required to allocate 125 percent of the district's allocation per low-income child.

A district is not required to allocate the same per-child amount to each area or school. However, the district must allocate a higher per-child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

A district that opts to serve schools below 75 percent poverty using grade span groupings may determine different per-child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-child amounts within grade spans may also vary so long as the district allocates higher per-child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

Districts must ensure that Title I funds have been allocated to participating schools on an equitable basis using a per-poverty-child calculation based on the number of low-income students at each school. Districts shall not determine building allocations based on teacher full-time equivalency (FTE). Eligible private school allocations must be determined using the same low-income measure as was used in the public school calculation.

**EXAMPLE OF RANKING SCHOOLS & ALLOCATING FUNDS IN AN LEA  
USING THE 35% ELIGIBILITY PROVISION**

Example 1

Note: Totals may not add due to rounding

Per-Pupil Calculation (125% Not Required)

Amount LEA determines to allocate per-poverty child (LEA Discretion) \$700.00

Total Title I Allocation for LEA	\$7,169,132
Reservations	
Neglected	- \$38,000
Homeless	- \$20,000
20% choice-related transportation & supplemental services	- \$1,433,826
10% professional development for LEAs needing improvement	- \$716,913
5% professional development for teachers not highly qualified	- \$358,457
1% parent involvement	- \$71,691
Administration	- \$616,545
Remaining amount to be distributed to schools	\$3,913,700

**ALLOCATION TO ELIGIBLE SCHOOLS**

<u>Attendance Area</u>	<u>Total Enrollment</u>	<u>Children from Low-Income Families</u>		<u>Total</u>	<u>Percent Poor</u>	<u>Eligible Schools</u> 1 = Yes 0 = No	<u>Attendance Area Allocation</u> (No. of Poor) <u>X \$700</u>	<u>Allocation Generated By Public School Poor Children</u>	<u>Allocation Generated By Private School Poor Children (1)</u>
LEA Total	14,059	6,767	100	6,867	LEA AVG. 48.84%	11	\$3,913,700	\$3,847,200	\$66,500
Violet Hill	870	850	20	870	100.00%	1	\$609,000	\$595,000	\$14,000
Oakdale	276	202	8	210	76.09%	1	\$147,000	\$141,400	\$5,600
Elmwood	951	591	24	615	64.67%	1	\$430,500	\$413,700	\$16,800
Valley View	696	444	0	444	63.79%	1	\$310,800	\$310,800	\$0
Hobson	601	367	10	377	62.73%	1	\$263,900	\$256,900	\$7,000
Berlieth	933	550	5	555	59.49%	1	\$388,500	\$385,000	\$3,500
Davis	1,134	646	8	654	57.67%	1	\$457,800	\$452,200	\$5,600
Indian Rock	1,695	815	0	815	48.08%	1	\$570,500	\$570,500	\$0
Roosevelt	203	95	0	95	46.80%	1	\$66,500	\$66,500	\$0
Takoma	1,080	487	6	493	45.65%	1	\$345,100	\$340,900	\$4,200
Camp Springs	1,026	449	14	463	45.13%	1	\$324,100	\$314,300	\$9,800
White Hill	857	293	3	296	34.54%	0	\$0		
Bannaker	874	299	2	301	34.44%	0	\$0		
Eastern	490	142	0	142	28.98%	0	\$0		
Taft	2,073	509	0	509	24.55%	0	\$0		
Wilson	300	28	0	28	9.33%	0	\$0		

- (1) The LEA must reserve the amount of funds generated by private school children and in consultation with appropriate private school officials may (1) combine those amounts to create a pool of funds from which the LEA provides equitable services to eligible private school children in greatest need of those services; or (2) provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school.

**EXAMPLE OF RANKING SCHOOLS & ALLOCATING FUNDS IN AN LEA  
SERVING ATTENDANCE AREAS ABOVE THE DISTRICT POVERTY RATE**

Example 2

Note: Totals may not add due to rounding

Per-Pupil Calculation (125% Not Required)

Amount LEA determines to allocate per-poverty child  
(LEA Discretion) \$1,050.66

Total Title I Allocation for LEA	\$7,169,132
Reservations	
Neglected	- \$38,000
Homeless	- \$20,000
20% choice-related transportation & supplemental services	- \$1,433,826
10% professional development for LEAs needing improvement	- \$716,913
5% professional development for teachers not highly qualified	- \$358,457
1% parent involvement	- \$71,691
Administration	- \$616,545
Remaining amount to be distributed to schools	\$3,913,700

**ALLOCATION TO ELIGIBLE SCHOOLS**

<u>Attendance Area</u>	<u>Total Enrollment</u>	<u>Children from Low-Income Families</u>			<u>Percent Poor</u> <u>LEA AVG.</u> 48.84%	<u>Eligible Schools</u> 1 = Yes 0 = No	<u>Attendance Area Allocation</u> (No. of Poor) <u>X \$700</u>	<u>Allocation Generated By Public School Poor Children</u>	<u>Allocation Generated By Private School Poor Children (1)</u>
		<u>Public</u>	<u>Private</u>	<u>Total</u>					
LEA Total	14,059	6,767	100	6,867		7	\$3,913,700	\$3,834,900	\$78,799
Violet Hill	870	850	20	870	100.00%	1	\$914,074	\$893,061	\$21,013
Oakdale	276	202	8	210	76.09%	1	\$220,639	\$212,233	\$8,405
Elmwood	951	591	24	615	64.67%	1	\$646,156	\$620,940	\$25,216
Valley View	696	444	0	444	63.79%	1	\$466,493	\$466,493	\$0
Hobson	601	367	10	377	62.73%	1	\$396,099	\$385,592	\$10,507
Berlieth	933	550	5	555	59.49%	1	\$583,116	\$577,863	\$5,253
Davis	1,134	646	8	654	57.67%	1	\$687,123	\$678,718	\$8,405
Indian Rock	1,695	815	0	815	48.08%	0	\$0		
Roosevelt	203	95	0	95	46.80%	0	\$0		
Takoma	1,080	487	6	493	45.65%	0	\$0		
Camp Springs	1,026	449	14	463	45.13%	0	\$0		
White Hill	857	293	3	296	34.54%	0	\$0		
Bannaker	874	299	2	301	34.44%	0	\$0		
Eastern	490	142	0	142	28.98%	0	\$0		
Taft	2,073	509	0	509	24.55%	0	\$0		
Wilson	300	28	0	28	9.33%	0	\$0		

- (1) The LEA must reserve the amount of funds generated by private school children and in consultation with appropriate private school officials may (1) combine those amounts to create a pool of funds from which the LEA provides equitable services to eligible private school children in greatest need of those services; or (2) provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school.



## STATEMENT OF AGREEMENT SCREEN

**NOTE: If your district provides Title I service to a private school, the Statement of Agreement Screen must be completed to receive Title I funding.**

The purpose of the agreement is to provide educational services to help educationally disadvantaged children enrolled in private schools meet high standards. All Title I applications covered by this agreement must be in accordance with provisions of P.L. 107-110, pertinent state statutes and opinions of the Attorney General. This agreement may be terminated by mutual consent of both parties at any time during the school year.

The activities covered by this agreement shall be funded through Title I, No Child Left Behind Act of 2001 funds allocated to the LEA and must be supervised and administered by the LEA.

**NOTE: Complete this form for each approved private school in your LEA that has ELIGIBLE Title I children ATTENDING.**

Official Name of Private School	
Authorized Representative	Title
Will the school participate in the Title I program	Pick One
Location of Title I service	Pick One
The private school representative was consulted during all phases of the design and development of the LEA's Title I project including identification, provision of services, assessment, and size and scope of project	Pick One
The private school representative will be consulted before the LEA makes any decision that affects the opportunities of eligible private school children to participate in the LEA's Title I project	Pick One
Services provided to private school children are equitable in comparison to services for public school children participating in Title I	Pick One

The Statement of Agreement Screen will include a form for each accredited private school within the LEA. The name of the private school is automatically entered on the form. Enter the name and title of the authorized private school representative. Districts that have eligible private schools within their boundaries must respond to the question regarding private school participation. The form defaults to "Pick One" responses to each question. **If the private school has declined Title I service, select "No" for the question on participation and "No Service" should appear in the next question; no other responses are necessary.** If the district is providing service to a private school, select "Yes" from the dropdown at the first question and select the appropriate response for each of the additional questions. Questions regarding private school service should be addressed to Paul Cahill at 515/281-3944 or paul.cahill@iowa.gov.





# INSTRUCTIONS FOR COMPLETING DELINQUENT APPLICATION

## CHILDREN LIVING IN LOCAL INSTITUTIONS FOR DELINQUENT CHILDREN TITLE I, PART D of NCLB

For technical assistance with local delinquent education programs, contact the Title I consultant for your particular AEA (see Title I Staff and Responsibilities).

Applicant Agencies that have received prior approval by the State Educational Agency (SEA) as eligible to receive Part D of Title I funding must complete this application to receive those funds.

Completion of the Project Staff Assignments, Delinquent Application, Delinquent Budget and Local Neglected or Delinquent Narrative Screens together with the Applicant Agency's Title I Annual Application and the LEA's Comprehensive School Improvement Plan, encompasses the basic requirements of the Title I legislation connected with the education of local delinquent children including assurances, lobbying and debarment, student data and budget.

**NOTE: Complete these screens to apply for available local delinquent funds. The Delinquent Application should reflect a composite look at all delinquent facilities covered by this application. Please complete the Delinquent Budget Screen and Delinquent Budget Detail Screen to reflect the combined budgets of all delinquent facilities in your school district that will receive Title I funding.**

### DELINQUENT APPLICATION SCREEN

**NOTE: If your district receives local delinquent funding, you must complete the Delinquent Application Screen to receive local delinquent Title I funding.**

### LEA INFORMATION

<b>Name and Address of Authorized Agency</b>	<b>Cedar Rapids Comm School District</b> <b>346 2nd Ave SW</b> <b>Cedar Rapids, Iowa 52404</b> <b>AEA: 10</b>
<b>Name, Title and Mailing Address of Contact Person</b>	<div style="border: 1px solid #ccc; min-height: 150px; margin-top: 10px;"> Name:   Title:   Address1:  Address2:  City:   State:   Zip: -  FAX: - -  Telephone: - -    Extension:  Email:  <div style="font-size: small; color: #00aaff; margin-top: 5px;"> Email Address Examples: <a href="mailto:yourname@ispservice.com">yourname@ispservice.com</a>  <a href="mailto:your.longname@long.isp.service.com">your.longname@long.isp.service.com</a> </div> </div>

The legal name and address of the LEA will be entered automatically. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number including extension if applicable, FAX number (if available), and e-mail address.

## DELINQUENT FACILITY INFORMATION

Name:	
Location:	
Title 1 Allocation:	
Title 1 Budget Amount:	

The name, location and allocation of all local delinquent institution within the LEA receiving funding for the current school year will be displayed. Enter the budgeted amount for each facility in order to reflect a composite look at the local delinquent facilities covered by this application. If no service is being provided, a "0" is required in the budget amount field.

### PROJECT STAFF ASSIGNMENTS SCREEN

<b>Staff Funded by Combined General Budget and Carryover</b> <b>Indicate Title I Staff, Only, for All Entries</b>						
	REGULAR TERM STAFF				SUMMER TERM STAFF	LOCAL NEGLECTED and/or DELINQUENT STAFF
	PUBLIC		PRIVATE		WHOLE NUMBER	WHOLE NUMBER
	WHOLE NUMBER	FTE	WHOLE NUMBER	FTE		
CERTIFIED						
EDUCATIONAL ASSOCIATES						
SUPPORTIVE						
TOTAL	157	116.00	0	0.00	39	4

On the Project Staff Assignment screen of the Title I electronic application, you will find a column to enter the number of staff assignments for which salary payments will be made from Title I funds for services to local delinquent children in this project. See Project Staff Assignments Screen section of this reference manual for definitions of each staff category.

**NOTE:** You are no longer required to report FTE on the budget detail screen.

### DELINQUENT BUDGET SCREEN

**NOTE:** If your district receives local delinquent funding, you must complete the Delinquent Budget Screen to receive local delinquent Title I funding.

**NOTE:** Please complete this budget to reflect the combined budgets of all delinquent facilities in your school district that will receive Title I funding. The application for local delinquent funds should include the Delinquent Budget Screen and the Delinquent Budget Detail Screen, for **ALL** local delinquent facilities receiving Title I service under this application.

Local Delinquent Education program funds require separate accounting. **Do not** include these figures in the Title I Current Project Budget.

There are two Local Delinquent Education budget screens: (1) the Delinquent Budget Screen that includes the Title I Local Delinquent Project Budget which represents the total amounts requested and (2) a Delinquent Budget Detail Screen which provides a detailed account of expenditures to be incurred. Round all numbers to the nearest dollar. Complete the Detail Budget to reflect the total budget request for all local delinquent facilities that will receive Title I service in the current school year. The project budget total applied for on the Title I Local Delinquent Project Budget cannot exceed the total LEA Title I local delinquent allocation.

Explanation of the expenditure categories in the Local Delinquent Education Project Budget can be found under the General Budget Screen section in this reference manual.

**TITLE I LOCAL DELINQUENT EDUCATION PROJECT BUDGET (Round to the nearest dollar)**

<b>(ROUND TO NEAREST DOLLAR)</b>		<b>OBJECTS</b>						
<b>FUNCTION</b>	<b>EXPENDITURE ACCOUNTS</b>	<b>SALARIES</b>	<b>EMPLOYEE BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES</b>	<b>PROPERTY</b>	<b>OTHER EXPENSES / OTHER USES OF FUNDS</b>	<b>TOTAL</b>
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
1000	Instruction							
2200	Instructional Staff Support Services							
2300	Administration Support Services							
2700	Student Transportation Services							
3100	School Nutrition Services							
3300	Community Services (Parent)							
4000	Facilities Acquisition and Construction							
<b>TOTAL PROJECT BUDGET (DO NOT EXCEED THE TITLE I LOCAL DELINQUENT ALLOCATION)</b>								<b>\$</b>

For various reasons, it may become necessary for a LEA to amend the approved budget during the project year. The option for amending the Title I Local Delinquent Budget becomes available electronically once the SEA approves the local delinquent budget. **NOTE:** the original budget will be available following an amendment process by using the dropdown menu on the local delinquent budget table. The following is the amendment process for the local delinquent budget:

1. From the Delinquent Budget Screen of the Title I electronic Internet application, click the **"Add Amendment"** button.
2. Complete the new budget remembering to re-enter those figures that remain the same as they appeared on the original budget.
3. Click the **"Update"** button to save the new amended budget; then click the **"Back to Summary"** button to return to the budget screen.
4. Certify the amended budget by clicking the **"Certify"** button.

The amended budget will then go through the approval process at the state Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made.

**LOCAL NEGLECTED OR DELINQUENT NARRATIVE SCREEN**

**NOTE: If your district receives local delinquent funding, you must complete the Local Neglected or Delinquent Narrative Screen to receive local delinquent Title I funding.**

If your LEA provides Title I service to a local delinquent facility with local delinquent funding, you must complete the narrative question on the Local Neglected or Delinquent Narrative Screen. Describe how the services provided to any local delinquent facility with Title I local delinquent funding will be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs.



## INSTRUCTIONS FOR COMPLETING MIGRANT EDUCATION APPLICATION

### MIGRANT EDUCATION PROGRAM (MEP) TITLE I, PART C of NCLB

For migrant education program technical assistance, contact Donna Eggleston at 515/281-3999 or donna.eggleston@iowa.gov.

This form must be completed by Applicant Agencies that have received prior approval by the State Educational Agency (SEA) to receive Part C of Title I - Education of Migratory Children funding.

The Migrant Education Application, Project Staff Assignments, Migrant Budget, Migrant Budget Detail, and Migrant Narrative screens together with the LEA's Title I Annual Application and the LEA's Comprehensive School Improvement Plan, encompasses the basic requirements of the Title I legislation connected with the education of migratory children including assurances, lobbying and debarment, student data, and budget.

#### MIGRANT EDUCATION APPLICATION SCREEN

**NOTE: If your district receives migrant education funding, you must complete the Migrant Education Application Screen to receive migrant education Title I funding.**

**NOTE:** LEAs receiving Title I Migrant Education funding must participate in the development of the LEA's Comprehensive School Improvement Plan.

Application Period: ☐ Regular Term ☐ Summer Term

Check the appropriate box or boxes that apply to your Migrant Education Project.

<b>Name and Address of Authorized Agency</b>	<b>AGWSR Comm School District</b> <b>511 State St</b> <b>Ackley, Iowa 50601</b>	
<b>Name, Title and Mailing Address of Contact Person</b>	Name:  Title:  Address1:  Address2:  City:  State:  Zip: - FAX: - - Telephone: - -  Email:	

The legal name and address of the agency will be automatically displayed. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number, agency FAX number and e-mail address (if available).

## Areas of Impact (Name of Cities and Counties)

City	County	Type DEL to delete

This section will be pre-populated with cities and counties to reflect areas of impact from this particular migrant education program. Type DEL to delete an area that will **not** be impacted in this school year. Click the **“Add New Area”** button to enter the name of cities and counties not shown that **will be** impacted or covered by Title I Migrant Education service. This is a required section and must be completed before you can complete the application.

### PROJECT STAFF ASSIGNMENTS SCREEN

**NOTE: If your district receives migrant education funding, you must complete the Project Staff Assignments Screen to receive migrant education Title I funding.**

<b>Staff Funded by Combined Migrant Budget and Carryover</b> <b>Indicate Title I Staff, Only, for All Entries</b>						
	REGULAR TERM STAFF			SUMMER TERM STAFF		
	WHOLE NUMBER	FTE	BILINGUAL	WHOLE NUMBER	FTE	BILINGUAL
CERTIFIED						
EDUCATIONAL ASSOCIATES						
RECRUITERS						
SUPPORTIVE						
TOTAL	1	0.80	1	0	0.00	0

On the Project Staff Assignments screen, enter the number of staff assignments for which salary payments will be made from migrant education funds for services to be performed in either the regular and/or summer term. If your LEA receives funding for a SEA approved recruiter’s salary, please show the appropriate FTE. When reporting migrant education program staff, also indicate how many within each category are Bilingual. See the Project Staff Assignments Screen section of this reference manual for definitions of each staff category. **NOTE:** You are no longer required to report FTE on the budget detail screen.

### MIGRANT EDUCATION BUDGET SCREEN

**NOTE: If your district receives migrant education funding, you must complete the Migrant Education Budget Screen to receive migrant education Title I funding.**

Complete full-time equivalency (FTE) for staff assignments for the regular and summer terms. The FTE of a staff member must reflect part of a staff member’s salary paid by migrant education. Carry this figure (FTE) to the nearest tenth of a percent (e.g. 3.4).

**TITLE I MIGRANT EDUCATION PROJECT BUDGET (Round to the nearest dollar)**

<b>(ROUND TO NEAREST DOLLAR)</b>		<b>OBJECTS</b>						
<b>FUNCTI ON</b>	<b>EXPENDITURE ACCOUNTS</b>	<b>SALARI ES</b>	<b>EMPLOY EE BENEFIT S</b>	<b>PURCHAS ED SERVICES</b>	<b>SUPPLIE S</b>	<b>PROPER TY</b>	<b>OTHER EXPENSE S/ OTHER USES OF FUNDS</b>	<b>TOTAL</b>
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
1000	Instruction							
2200	Instructional Staff Support Services							
2300	Administration Support Services							
2600	Operation and Maintenance of Plant							
2700	Student Transportation Services							
3100	School Nutrition Services							
3300	Community Services (Parent)							
4000	Facilities Acquisition and Construction							
<b>TOTAL PROJECT BUDGET (NOT TO EXCEED MIGRANT ALLOCATION)</b>								<b>\$</b>

There are two Migrant Education budget forms with this application: (1) a Title I Migrant Project Budget on the Migrant Budget Screen which represents the total amounts requested and (2) a Migrant Detail Budget Screen which provides a detailed account of expenditures to be incurred. Enter all expenses on the Detail Budget to be automatically transferred to the Title I Migrant Project Budget. Do not enter any figures in the "Total" fields, as totals will be completed as figures are entered into categories. Round all amounts to the nearest dollar.

Explanation of the expenditure categories in the Migrant Education Project Budget can be found under the General Budget Screen section in this reference manual.

For various reasons, it may become necessary for a LEA to amend the approved budget during the project year. The option for amending the Title I Migrant Budget becomes available electronically once the SEA approves the migrant budget. **NOTE:** the original budget will be available following an amendment process by using the dropdown menu on the migrant education budget table, but the original figures will not be displayed when the **"Add Amendment"** button is clicked. Therefore, prior to beginning the amendment process, be sure to make a hard copy of the original budget for reference during the amendment process. The following is the amendment process for the migrant education budget:

1. From the Migrant Education Budget Screen of the Title I electronic Internet application, click the **"Add Amendment"** button.
2. Complete the new budget remembering to re-enter those figures that remain the same as they appeared on the original budget.
3. Click the **"Update"** button to save the new amended budget; then click the **"Back to Summary"** button to return to the budget screen.
4. Certify the amended budget by clicking the **"Certify"** button.

The amended budget will then go through the approval process at the state Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made.

**MIGRANT PROGRAM NARRATIVES SCREEN**

**NOTE: If your district receives migrant education funding, you must complete the Migrant Program Narratives Screen to receive migrant education Title I funding.**

Provide a general description of the Migrant Education Program to be implemented in your district. While the text boxes provided contain adequate space to provide complete responses, there is a limit to the amount of information that can be entered in the narrative boxes. Responses submitted the first year will be retained each following year so that migrant districts may re-submit any updates and changes in a timely manner. You will be able to print the complete narrative response by clicking on the "Print Summary" button. Your description must address the following questions:

1. Describe the district's process for recruiting and identifying eligible migrant students.
2. How will the district use MEP resources to implement the program?
3. Describe the district's plan for involving the parents of migrant students in the Migrant Education Program.
4. Describe the services to be delivered to migrant students and their families. Include any partnerships with local agencies that support these services.
5. Describe the measurements used by the district to assess the academic achievement of migrant students. Include the testing accommodations used for students who are not English-proficient.



# INSTRUCTIONS FOR SCHOOLWIDE PROGRAMS TITLE I of NCLB

For schoolwide program information or technical assistance, contact Sandy Johnson at 515/281-3965 or [sandra.johnson@iowa.gov](mailto:sandra.johnson@iowa.gov).

At the heart of the No Child Left Behind Act of 2001 is a section that encourages districts to consolidate federal funds to upgrade the entire educational program of eligible high poverty schools. These **schoolwide programs (SWPs)** provide the flexibility schools need to assist all students to meet the proficient or advanced levels of local academic achievement standards.

## **SCHOOL ELIGIBILITY**

Since the 2002-2003 school year, the SWP option has been available to schools that serve **40 percent** or more students from low-income families in their school or attendance area—provided the LEA has adequate funding to operate an effective program.

## **SWP BENEFITS**

An eligible school, in consultation with its LEA, makes the decision to become a schoolwide program. Once that decision is made, a school remains a SWP for the remainder of the NCLB or until the decision is reversed. The school maintains its schoolwide status even if the poverty threshold in their attendance area falls below the 40 percent level. Since the decision to “go schoolwide” is a long-term decision, eligible schools often want to consider the benefits of becoming a SWP.

Proponents have suggested that SWPs have the following advantages:

- ♦ *SWPs offer more service delivery options for Title I and other federal program services;*
- ♦ *“Title I students” are not singled out;*
- ♦ *Student needs can be met more effectively;*
- ♦ *Federal program resources are available to all students;*
- ♦ *SWPs offer greater staffing flexibility;*
- ♦ *Professional development activities can be extended to more staff;*
- ♦ *Federal programs can be integrated and coordinated with state and local initiatives.*

## **SWP USE OF FUNDS**

LEAs with eligible SWPs may consolidate Title I, Part A funds with most other federal noncompetitive formula grant program funds. Typically, these other federal funding sources might include:

- Title I, Part B—Student Reading Skills Improvement Grants (including Reading First, Early Reading First, and Even Start);
- Title I, Part C—Education of Migratory Children (except that migrant education funds must first be used, in consultation with migrant parents, to address the needs of migrant children);
- Title I, Part D, Subpart 2—Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At Risk;
- Title IV, Part A, Subpart 1—Safe and Drug-Free Schools and Communities;

Part (c) of section 1114 makes it clear that **SWPs may use their funds to establish or enhance prekindergarten programs** for children under six, such as Even Start or Early Reading First.

This list of programs is not yet complete but will be updated when the U.S. Department of Education Secretary posts a notice in the Federal Register that exempts schoolwide programs from most statutory and regulatory provisions of any other noncompetitive formula grant programs.

## **SWP PLANS**

Any eligible school that desires to operate a SWP must develop (or amend) a comprehensive plan for reforming the total instructional program in the school. This plan must include:

1. **The ten components** outlined below and how they will be implemented;
2. **A list** of related state and federal programs to be included in the SWP;
3. **A description** of how the school will use its consolidated resources to implement the SWP components;
4. **A description** of how the school will provide individual student assessment results to parents in a language and format the parents can understand.

**NOTE:** Submission of the schoolwide plan **does not** replace the required participation in the development of the LEA's Comprehensive School Improvement Plan.

## **SWP COMPONENTS**

All SWPs must include the following ten components (summarized):

1. **A comprehensive needs assessment of the entire school** (taking into account the needs of migrant children) that is based on the achievement of children in relation to local academic achievement standards.
2. **Schoolwide reform strategies that—**
  - a) provide opportunities for all children to meet proficient and advanced levels of academic achievement;
  - b) use methods and instructional strategies based on scientifically based research (SBR) that strengthen the core academic program, increase the amount and quality of learning time, and include strategies for meeting the needs of historically under-served populations;
  - c) (i) include strategies to address the needs of all children in the school, but particularly those children who are low achieving, at risk of not meeting local standards, or are members of a target population of a program included in the schoolwide program, which may include mentoring, counseling, pupil services, college and career awareness and preparation, personal finance education, innovative teaching methods such as team teaching or applied learning, and the integration of vocational and technical education; and (ii) address how the school will determine if such needs are met;
  - d) are consistent with and designed to implement local improvement plans.
3. **Instruction by highly qualified teachers.**
4. **High quality, ongoing, professional development based on scientifically based research** for teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff to enable all children to meet local academic achievement standards. (Sufficient resources must be used to effectively carry out these activities.)
5. **Strategies to attract high-quality, highly qualified teachers** to high need schools.
6. **Strategies to increase parent involvement**, such as family literacy services.
7. **Plans for assisting preschool children in the transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or state-run preschool program, to local elementary school programs.
8. **Measures to include teachers in decisions regarding the use of academic assessments** described in the state plan in order to improve the achievement of individual students and the overall instructional program.
9. **Activities to ensure that students having difficulty mastering the proficient and advanced levels of academic achievement standards shall be provided with effective, timely, additional assistance**, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. **Coordination and integration of federal, state and local services and programs**, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **NEWLY ELIGIBLE SCHOOLS**

Newly eligible schools will initiate a one-year schoolwide planning process. During the planning year, the school must continue to operate as a Targeted Assistance program. A SWP planning team must be established. The team must include parents, other members of the community to be served, and individuals who will carry out the plan, including teachers, building principals, administrators, and all Title I program administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and students, if the plan relates to a middle or secondary school.

The finished plan is in effect for the duration of the current legislation or until a building decision is made to return to targeted assistance status. The SWP plan should be reviewed and revised annually or as necessary by the schoolwide committee. The plan must be available to parents and the public in an understandable and uniform format, and, to the extent practicable, in a language that parents can understand. Copies of the plan should be on file and available at the district central office and at the building level. A copy of the SWP plan must also be submitted to the Title I Office, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146.

## **EXISTING SCHOOLWIDE PROGRAMS**

All existing schoolwide programs must amend their current schoolwide program plans to include the new requirements of NCLB. The SWP committee should review the expectations of NCLB and amend the entire plan as appropriate with particular attention to the scientifically based research requirements. All ten components must be addressed in the updated plans. (See above for an inclusive list of SWP requirements.) SWP narratives are no longer included in the Title I Internet application. New schoolwide guidance from the US Department of Education emphasizes that the schoolwide plan must be updated annually. A copy of the SWP plan must be submitted to the Title I Office, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146 no later than September 30, 2006.

## **PARENT INVOLVEMENT AND SWPs**

The parent involvement requirements for Title I are the same for schoolwide programs and targeted assistance programs. Because each student in a SWP is considered a Title I student, the parent involvement requirements pertain to ALL students in the school. This includes the Parent-School Compact, the Title I Parent Involvement Policy, and the annual parent meeting. SWP plans should reflect how parents provide input into the planning and implementation of the program. An annual evaluation of the Title I Parent Involvement Program is required.

## **PRIVATE SCHOOLS AND SWP**

Private schools do not have the option of operating schoolwide programs and may only operate as a targeted assistance program.

## **PARAPROFESSIONALS AND SWP**

The paraprofessional requirements outlined in NCLB are applicable to ALL paraprofessionals employed in a school operating a SWP. Refer to Public Law 107-110, which can be found at <http://www.ed.gov>.

## **ADDITIONAL CONSIDERATIONS OF SWPs**

The purpose of operating a schoolwide program is to ensure that ALL students benefit from this organizational structure. That does not mean that every child receives individual services. But rather that professional development activities, material purchases, scheduling changes, and personnel decisions can impact the learning opportunities for EVERY child. In order for a schoolwide plan to meet expected guidelines, it MUST reflect programming that is substantially different than the typical targeted assistance program.

### **SCHOOLWIDE OPERATING PROGRAMS SCREEN**

**NOTE: If your district operates a schoolwide program, the Schoolwide Operating Programs Screen must be completed to receive Title I funding.**

The Schoolwide Operating Programs Screen of the Title I electronic Internet application will be completed if the district has one or more Title I buildings that have been approved to operate as a Title I schoolwide program. This form together with the LEA's Title I Annual Application and the LEA's Comprehensive School Improvement Plan encompasses the basic requirements of the Title I legislation connected with the schoolwide programs including assurances, lobbying and debarment, and the schoolwide program plan.

**NOTE:** LEAs receiving Title I funds to implement schoolwide programs must participate in the development of the Comprehensive School Improvement Plan as it relates to Title I.

## LEA INFORMATION

<b>Name and Address of Authorized Agency</b>	<b>AGWSR Comm School District</b>	
	<b>511 State St</b>	
	<b>Ackley, Iowa 50601</b>	
<b>Name, Title and Mailing Address of Contact Person</b>	Name: Title: Address1: Address2: City: State: Zip: - FAX: -- Telephone: -- Email:	

The legal name and address of the agency will automatically be displayed. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, title, mailing address, office telephone number, agency FAX number and e-mail address (if available).

Name of Schoolwide Attendance Center (Do NOT include Targeted Assistance Centers)	Grade Span	Low-Income Percentage	Initial Schoolwide Planning Year	Year Initial Schoolwide Program Began

To be eligible to implement a schoolwide program in the current year, the building low-income must be at least 40% and the building staff must have participated in a year of planning prior to program implementation. Title I SWP buildings that were identified, as schoolwide (status = S) on the Selection of Schools Screen, will appear automatically at the bottom of the Schoolwide Operating Programs Screen. For each SWP building, enter the school year in which initial schoolwide planning took place and the school year when the initial SWP began. **This form may only be used after a building has been through a year of planning.**

### SCHOOLWIDE INDICATION OF PLANNING SCREEN

**NOTE:** If your district is planning to operate a schoolwide program next school year, the Schoolwide Indication of Planning Screen must be completed to receive Title I funding. Districts must request from the state Title

office that this screen is added to their electronic Title I Internet Application.

The screenshot shows the Iowa Department of Education's 'Schoolwide Indication of Planning' web application. At the top, there is a header with the Iowa Department of Education logo on the left, the title 'Iowa Department of Education' in blue text in the center, and the Iowa state flag on the right. Below the header is a navigation bar with a 'Form:' dropdown menu set to 'Schoolwide Indication of Planning', and 'Go' and 'Exit' buttons. A 'Go' button is also present next to an empty text field. The navigation bar displays 'District: 0009' and 'Name: Ackley-Geneva Comm School District'. Below this is a status bar with fields for 'Application Group:', 'Application ID: T1\_STATE', 'Login: 0009', and 'Password: x'. The main content area is titled 'Schoolwide Indication of Planning' in bold, followed by a blue instruction: 'You must click UPDATE to save changes...The GO button does NOT save changes!'. Below this are 'Update' and 'Netscape Print' buttons. A paragraph explains that the form must be completed by the LEA for each building that intends to participate in a year of planning for a schoolwide program, noting that during the planning year, the building must operate as a targeted assistance building rather than a schoolwide program. The 'School Building Information:' section shows a dropdown menu with 'No school found', a 'GO' button, and a 'Remove Current School' button. Below this, a red message states 'No records to display.'. The 'Select a building and click the ADD button to add another school to the list:' section shows a dropdown menu with 'Ackley-Geneva High School' and an 'ADD' button. A red error message in the center reads: 'NO USER/PASSWORD FOUND BY NAVIGATOR This district is not set up for [Title 1] application'. At the bottom, it says 'This Record Last Modified: (no record)'.

The LEA must complete the Schoolwide Indication of Planning Screen if one or more buildings intend to participate in the required year of planning, during the current year, before operating a Title I schoolwide program. Complete the required information for each building that intends to participate in a year of planning for a schoolwide program by using the dropdown menu to add a building and clicking on the district Title I buildings that are planning to operate a schoolwide program in the next school year.

For each building participating in a planning year during the current school year, enter the building enrollment and building low-income percentage as it appears in Column 11, on the Selection of Schools Screen and indicate the source of the poverty data. Enter the anticipated school year the building will implement the schoolwide program. **NOTE: The building must continue as a targeted assistance building during the planning year.**

The principal, a school leader, or a district official usually convenes a small representative group from the school to begin preplanning. The team should include widely respected individuals who know and have the confidence of the school's various constituency groups. The schoolwide planning team members should include:

- building and LEA administrators;
- teachers representing all grades, content areas, and teams;
- representatives of other professional staff, including social workers, psychologists, counselors or diagnostic specialists, curriculum leaders;
- parents and community representatives;
- representatives of organizations, groups, and parents of students served by the federal programs whose funds are used in the schoolwide program;
- students.

Please enter the name and title or position of each schoolwide planning team member.

## **TITLE I REPORTS REQUIRED WHEN OPERATING A SCHOOLWIDE PROJECT**



## TOP 10 TITLE I TIPS

### **In the Application Process:**

- ◆ *Never enter data in "Total" space on Detail Budget.*
- ◆ *Be sure to complete all narratives (including migrant or local neglected/delinquent as applicable) in order to be able to certify the budget and receive funding.*
- ◆ *Don't forget to certify each budget by clicking "Certify" button appearing on the budget table.*
- ◆ *Don't forget to add private school students into public attendance center on Selection of Schools screen.*
- ◆ *Enter grades SERVED for targeted assistance and schoolwide buildings on Selection of Schools screen.*
- ◆ *Complete the staff and paraprofessional data on Staff Assignments screen.*
- ◆ *Complete Schoolwide Indication of Planning screen if in planning year for schoolwide program.*
- ◆ *Complete Schoolwide Operating Programs screen if Title I service is provided in schoolwide program buildings within the district and follow proper procedure for submission of Schoolwide Narratives.*
- ◆ *Show areas of service and complete narratives for migrant education program.*
- ◆ *Remember that you must amend previous year general budget before funds approved, but unused, are available for carryover.*

### **In the Final Certification Process:**

- ◆ *Remember that once the budget is certified as final, no changes can be made without an amendment process.*
- ◆ *Do not certify as final before all expenditures are complete, even if expenses run over into another fiscal year.*
- ◆ *Be aware that you may certify as final if the only expenditures left to pay are fixed (e.g. salaries or benefits).*
- ◆ *Compare actual expenditures to approved budget to ensure accuracy before certifying final expenditures.*
- ◆ *Amend budget to correct discrepancies.*
- ◆ *Remember you must amend before funds approved, but unused, are available as carryover for the following school year.*
- ◆ *Remember that certifying the project as final can only be done electronically by accessing the appropriate Title I budget.*
- ◆ *Certify the project as final by clicking on the "Project Budget Completion" button that appears at the top of the budget table.*
- ◆ *Remember that each budget must be certified as final separately.*
- ◆ *If a budget is amended at the end of the project, the district must wait for SEA approval before certifying the project as final.*

### **In the Amendment Process:**

- ◆ *Anticipate changes in the project budget that would necessitate an amendment.*
- ◆ *Amend as necessary but try to limit multiple amendments to the same project.*
- ◆ *Remember that the paper amendment process is now extinct; any amendment must be done electronically by the district.*
- ◆ *Always have a paper copy of the approved budget for your files.*
- ◆ *Access an amendment by clicking on the "Add Amendment" button at the top of the appropriate budget screen.*
- ◆ *The figures that remain the same as they appeared on the original budget must also be part of the amended budget to reflect all costs to be approved and paid from a particular budget.*
- ◆ *You must click the "Update" button to save the amendment.*
- ◆ *Don't forget to certify the amended budget by clicking the "Certify" button now appearing on the budget table.*
- ◆ *If a budget is amended at the end of the project, the district must wait for SEA approval before certifying the project as final.*
- ◆ *Remember you must amend before funds approved, but unused, are available as carryover for the following school year.*



## **Title I Internet Application FAQs**

### **Q. How do I access the Title I Internet application for my district?**

- A. The web address for the Title I Internet application is [www.edinfo.state.ia.us](http://www.edinfo.state.ia.us). The user ID is the district number. The district password assigned by the Iowa Department of Education is specific to Title I and is sent to the superintendent's office with the Title I allocation. The password used to access BEDS information will not give access to Title I.

### **Q. Where is the Certify button?**

- A. The "Certify" button serves as the signature process for electronic applications. The Certify button is located on the top of the budget table on the appropriate budget screen. The LEA must certify each budget that has passed application edits prior to the review and approval by Title I staff. The Title I Project Narratives must be completed before the LEA will be able to certify any budget.

### **Q. How do I submit the application?**

- A. To submit application data for review and approval by Title I staff, complete each screen applicable to your district (at minimum, six screens must be completed), click "Update" to save data on each screen, and click "Certify" on each budget. Once the budget is certified, the current date will be entered on the budget screen. This date signifies to the state Title I office that the district has completed the budget and is submitting it for approval.

### **Q. How do I know my application was received by the state Title I office?**

- A. The Title I office receives a message when a budget is certified. Once your budget is approved by a Title I consultant and the Title I Administrative Consultant, dates will appear in the appropriate spaces on the budget screen. The Payment Status screen will give the approved amount once the SEA has approved the budget.

### **Q. How do I submit the final report?**

- A. The submission of the final report is an electronic process to signify that all approved expenditures on the Title I project budget have been made. Following receipt of the last automatically scheduled payment, a "Project Budget Completion" button will appear at the top of the budget table on the appropriate budget screen. This button is used to certify the project for final payment. When the "Project Budget Completion" button is clicked, a pop-up screen will appear to guide you through the completion process. The approved budget should be compared to actual expenditures and the expenditures within each category must not exceed the approved amount by more than 10 percent. If the approved project budget does not accurately reflect actual expenditures, an electronic amendment process must be completed prior to the project completion final certification. When the approved budget accurately reflects actual expenditures, click the "Project Budget Completion" button and the current date will be entered signifying the budget is district certified as final. This process replaces submitting a paper final financial report to close a project. The district should follow this final certification process for all approved Title I projects.

### **Q. How do I amend my Title I budget?**

- A. To amend a Title I project budget, click the "Add Amendment" button that appears toward the top of the appropriate budget screen. Enter the figures on the detail screen to reflect the new budget, but do not change any figures from the original budget that should remain the same. The amended budget should reflect the total expenses to be reimbursed by Title I. Do not enter any figure into a "total" box. Click "Update" to save the new budget. Click "Back to Summary" and scroll down to budget table and review the amended budget. When the amended budget is accurate, click "Certify" to submit the amendment for approval by Title I staff. Refer to the following pages for information on the final certification process and step-by-step instructions on the amendment process.

### **Q. How do I show the within district targeting of funds?**

- A. If your district has 1,000 or more students or provides Title I service at a private school, log on to the Title I Electronic Internet application, click on the dropdown menu and choose Within District Targeting of Funds. Verify the pre-populated data automatically entered from the Selection of Schools screen and complete the Per Poverty Child Amount column with the district-calculated per-poverty allocation. Once the Update button is clicked, the attendance area allocation will automatically be calculated.

## Instructions for Final Certification Process

When the “Project Budget Completion” button is clicked, a pop-up screen will appear with this message:

### Please Note

By selecting the “Project Budget Completion” button the district is declaring that the approved Title I budget expenditure amounts, as shown, are final expenditures for this project. Please review that project expenditures were made as appearing on the approved budget. If the expenditures in the budget are not accurate, please select the “Amendment” button, enter the correct figures and wait for the amendment to be approved by the Title I office before selecting the final “Project Budget Completion” button.

**AMENDMENT**

If the expenditures on the Title I budget are accurate and final, please select the “Project Budget Completion” button. The final Title I payment will be received after the “Project Budget Completion” button has been selected. Please be aware that all Title I budgets must be finalized **prior to August 15<sup>th</sup>** to comply with Generally Accepted Accounting Principles (GAAP).

**PROJECT BUDGET COMPLETION**

## Instructions for Completing Title I Electronic Budget Amendment

For various reasons, it may become necessary for a local district to amend an approved Title I budget during the project year. To complete this process, the local district must submit an electronic amendment to the approved Title I budget of the Title I Internet application.

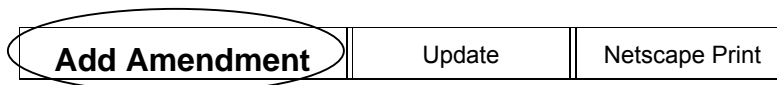
The electronic application may be accessed at [www.edinfo.state.ia.us](http://www.edinfo.state.ia.us). The user ID is the district number. The district password assigned by the Iowa Department of Education is specific to Title I and is sent to the superintendent's office with the Title I allocation notice. **NOTE:** the password used to access BEDS information will not give access to Title I.

The option for amending the Title I budget becomes available on the electronic budget screen once the state Title I office approves the district's general, general carryover, migrant or local delinquent budget. At that time, the "Add Amendment" button appears just below the header of the budget screen. For example:

**2006-2007 General Budget**

**You must click UPDATE to save changes...The GO and QUERY buttons do NOT save changes!**

**ALL REQUIRED SCREENS MUST BE COMPLETED BEFORE THE TITLE 1 OFFICE WILL APPROVE THE BUDGET AND RELEASE FUNDS.**



**NOTE:** prior to beginning the amendment process, you want to be sure you have a hard copy of the original budget for your files and reference. The following is the electronic amendment process:

1. From the appropriate budget screen, click the **Add Amendment** button. The approved budget figures will be displayed on the detail budget screen.
2. Change the figures that need to be changed by clicking on the appropriate place in the budget and typing in the new figure. **NOTE:** 1) the category total will change automatically as you enter the figure for the specific budget item being amended (NEVER try to enter a figure in a category total); and, 2) only use TAB or mouse clicks to move around in the budget (do NOT use "Enter" or the "Back" button on your browser).
3. Do not make changes to those figures that remain the same as they appeared on the original approved budget. The amended budget must reflect the total expenditures you plan to have for the amended project budget. (**NOTE:** if you are amending the general budget and you also have carryover funds, the amended general budget total plus the approved general carryover budget total should equal the expected total Title I reimbursement for the current project year.)
4. Click the **Update** button to save the new amended budget; then click the **Back to Summary** button to return to the budget screen.
5. Scroll toward the bottom of the screen and review the amended budget. The amendment will be submitted to the state Title I office only after you click the **Certify** button at the top of the budget table.

The amended budget will go through the approval process at the state Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made. **NOTE:** if you need to access the original budget following an amendment process, you may use the dropdown menu on the project budget table and select "Original."

**NOTE:** any current year general budget funds approved but not spent are only available as carryover funds in the next school year through the completion of an electronic amendment that reduces the unspent funds out of the current year approved general budget.

**NOTE:** when amending to reflect your actual expenditures, please wait for the amendment to be approved by the state Title I office before certifying the budget as final.

## GENERAL TITLE I INFORMATION

Title I Part A of the Elementary and Secondary Education Act of 1965 (ESEA) provides local educational agencies (LEAs or school districts) with extra resources to help improve instruction in high-poverty schools and ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and to reach, at a minimum, proficiency on challenging academic standards. The *No Child Left Behind act of 2001 (NCLB)* re-authorizes the ESEA and incorporates major reforms for education reform, particularly in the areas of assessment, accountability, and school improvement. NCLB requires the development of standards in reading and math, and assessments linked to those standards for all students in grades 3-8. LEAs and schools must use Title I funds for activities that scientifically based research suggests will be most effective in helping all students meet those standards. NCLB is due to be reauthorized in 2007 and a bi-partisan commission has been formed to make recommendations.

### STATE TITLE I POLICIES

Iowa has established a limited number of state policies that are not mandated by federal regulations. These policies are as follows:

1. The SEA has established a \$1,000 minimum for a carryover allocation. Carryover funds are computed by subtracting the approved current budget figure from the current allocation. Title I legislation allows a LEA to carryover, at maximum, 15 percent of the current allocation for allocations of \$50,000 or more. However, the SEA may, once every three years waive the percentage limitation. LEAs having allocations of less than \$50,000 are limited only to the state established \$1,000 carryover minimum. **NOTE:** In order to use currently approved unspent funds as carryover, you must amend the previous year's current budget to the actual expenditures.
2. The SEA withholds funds from LEAs with delinquent participation data forms, equipment disposal record, comparability reports or school improvement plans not on file as required.

### TITLE I GRANT AVAILABILITY AND ALLOCATION PROCESS

#### Title I, Part A Grants

Title I, Part A funds are allocated to LEAs under four funding formulas. Basic grants represent roughly 90 percent of annual funding. Concentration grants have been appropriated since 1989-90 as additional funds allocated to LEAs with high numbers or percentages of low-income children. Beginning with the 2002-2003 school year, Congress has appropriated two additional supplementary mechanisms. Similar to concentration grants, targeted grants are intended to boost the share of Title I funds received by high-poverty LEAs by specifically focusing funds on the highest-poverty LEAs. Education finance incentive (EFIG) grants rewards states with high levels of school finance equity by giving all LEAs some extra money. Targeted grants and EFIG grants are not separate programs, but simply a way of providing extra aid to LEAs. Once the funds arrive at the LEA, they may be commingled and used for identical purposes. Title I grants to local educational agencies provide financial assistance to LEAs for supplemental services to improve the teaching and learning of children at risk of not meeting challenging academic standards, especially those children who reside in areas with high concentrations of children from low-income families.

Title I is forward-funded. This means that funds are appropriated for a given federal fiscal year (FFY) beginning October 1, but the monies are not available for expenditure until the school year (SY) that begins the subsequent July 1. For example, funds appropriated in the fall of 2005 for FFY 2006 (October 1, 2005 – September 30, 2006) are available for SY 2006-2007, which begins July 1, 2006. Funds are available for 15 months (July 1, 2006 – September 30, 2007). The Tydings Amendment of 1969 allows LEAs to carry over for one additional year any federal education funds that were not obligated in the period for which they were appropriated. Thus, appropriations are available for a total of 27 months. Carryover funds allow LEAs to maintain a reserve to cover unanticipated expenses or cushion the LEA from unexpected declines in federal funding. In 1988, Congress enacted a 15 percent ceiling on the amount of Title I funds that a LEA may carry over from year to year. However, a LEA receiving an allocation of less than \$50,000 is exempt from the 15 percent limit, and states may grant a LEA a waiver to carry over funds in excess of the 15 percent limit once every three years.

Until the 1999-2000 school year, the U.S. Department of Education calculated allocations down to the county level, using several data elements. Counties did not actually receive funds, but were the smallest geographical unit for which the federal government had all the necessary data. States sub-allocated the county amounts to LEAs within each county, in a separate allocation process.

Beginning in school year 1999-2000, the Title I statute required the U. S. Department of Education (ED) to allocate Title I grants to eligible LEAs rather than counties. ED allocations reflect the list of LEAs as they exist on maps provided to the Bureau of the Census by each state. Children, between the ages of 5 to 17, with the appropriate status (low-income, foster child, etc.) may be counted for the purpose of generating funds. These children are commonly termed "formula children." The U. S. Department of Education determines the eligibility of each of these LEAs for a Title I grant using the number of formula children under section 1124(c) of Title I: that is, updated poverty estimates produced by the Census Bureau, children above poverty in families receiving Temporary Assistance for Needy Families (TANF), foster children reported by the Department of Health and Human Services, and children living in institutions for neglected children reported by each state to the U. S. Department of Education. (**NOTE:** In Iowa, there are no children receiving TANF payments who have family incomes above the poverty line.)

Census poverty data are derived from the decennial census and statistically updated every two years. FY 2001 and FY 2002 funds were allocated using adjusted 1997 data. The FY 2003 funds for school year 2003-2004 were allocated using 1999 census estimates that were extremely unfavorable for Iowa indicating a decrease in student population and lower poverty rates when compared with other states. This resulted in a 1.9 million dollar or 3 percent decrease for the state in Title I funding for the 2003-2004 school year. In calculating 2004-2005 allocations for LEAs, the U.S. DE used income year 2000 census estimates and Iowa received a total 1.7 million dollar increase over previous year funding. Income year 2002 census estimates of children in poverty resulted in approximately a 1% decrease in funding to the state of Iowa for 2005-06 allocations. Updated income year 2003 estimated numbers of related children ages 5-17 in families in poverty, estimated total school-age population and the estimated total resident population for each LEA will be used by the U.S. DE to compute school year 2006-07 Title I allocations. Preliminary estimates of these census data indicate a decrease in the number of children ages 5-17 living in the State, but an increase in the number of those children living in poverty when compared with 2002 census estimates. While the estimated amount of Title I funding for 2006-07 has declined slightly from 2005-06, the estimate for Iowa shows a slight increase.

To be eligible for basic grants, a LEA must have at least 10 formula children **and** the number of formula children must be greater than two percent of the LEA's school-age population. To be eligible for concentration grants a LEA must have more than 6,500 formula children **or** the number of formula children must exceed 15 percent of the LEA's school-age population. To be eligible for targeted grants, the number of formula children counted in a LEA for basic grant purposes must be at least 10 and equal or exceed 5% of the LEA's total school-age population. In addition, the U.S. Department of Education adjusts the number of formula children to give greater weight to those LEAs that have higher numbers or percentages of formula children. The eligibility criteria used to determine whether a LEA qualifies for an education finance incentive grant (EFIG) allocation are the same as for targeted grants. The State's EFIG is allocated by ED to LEAs using a weighted formula similar to the targeted grants formula. The within-state weights used are determined to the degree to which expenditures are equalized across school districts.

Allocations to LEAs that serve an area with a total population of 20,000 or more will be the allocation determined by the U.S. Department of Education, subject only to SEA adjustments for hold-harmless requirements and reservations for state administrative funds. Title I legislation permits a SEA to combine the U.S. Department of Education allocations to LEAs that serve an area of fewer than 20,000 total residents and use an approved alternative method to determine eligibility and redistribute the combined total of funds allocated to those "small" LEAs. In an effort to retain funding for as many Iowa school districts as possible, the Iowa Department of Education and the state Title I Committee of Practitioners examined allocation methods. The Iowa Department of Education is approved by the U.S. Department of Education to use the alternative allocation process that is found to be most equitable.

Prior to the 1999-2000 school year, the Iowa Department of Education used October free lunch counts and the most current year low-income dependent revenue data to determine the eligible formula counts for each LEA by county of residence. The county allocations were then allocated using the appropriate formula count and the county allocations compiled for each LEA to determine the new allocation and adjust according to the hold-harmless requirement.

With the approval of the U.S. Department of Education for the Iowa Department of Education to use an alternative allocation process, the SEA finds the use of free lunch and low-income data continues to be the most equitable method for allocating Title I funds to LEAs under 20,000 population. Therefore, the data elements used in allocating Title I funds in Iowa is free lunch counts as reported by LEAs and private schools annually for October 31 and low-income dependents, ages 5-17, as reported annually by the Iowa Department of Revenue and Finance from income tax returns. This data is compiled to determine low-income children for each LEA. Since this data could represent a duplicated count, an average is computed to determine the formula count for each LEA. From surveys of local neglected institutions, the caseload count representing the number of children from the October caseload who resided in the institution for 30 consecutive days, at least one of which was in October, is added to each LEA formula count as applicable. The population counts are the corresponding LEA enrollment of children ages 5 to 17 multiplied by 0.5. The LEA's eligibility is

based upon the number and percent of formula children; and alternative allocations made on the basis of eligible formula children.

Any funds allocated to a LEA for the purpose of serving local neglected children must be identified separately on the General Budget Screen and included as part of the LEA's Title I Current Project Budget of the Title I electronic Internet application.

The ED amounts for Title I, Part A grants will also include funds generated by children in locally operated institutions for delinquent children and adult correctional institutions that the SEA retains to make subgrants to LEAs under Part D, Subpart 2 of Title I. Surveys of local delinquent institutions provide October caseload data. Part D of NCLB requires the SEA to retain funds generated by local delinquent children and to make subgrants to LEAs through a formula or competitive grant process for programs that serve local delinquent children or children at risk of dropping out of school. In Iowa, the SEA allocates local delinquent funds to LEAs to provide services within institutions having a caseload of at least 10 children residing in the institution for 30 consecutive days at least one of which is in October. A LEA applies for local delinquent funds on the Delinquent Application and Delinquent Budget Screens of the Title I electronic Internet application.

The Title I law specifies that if appropriations are insufficient to fully fund all Title I entitlements in any given year—which has been the case virtually from the start—grants will be ratably reduced. However, in the 1974 education amendments (P.L. 93-380), Congress adopted a mechanism to cushion LEAs from radical drops in their Title I allocations from one year to the next. The 1974 amendments created a “hold-harmless” provision that specified that, as long as a LEA was eligible for the program, it would receive a basic grant that was no less than 85 percent of the amount it received in the preceding year. This protected a LEA's allocation regardless of any other variables that might affect the level of the allocation. For FY 96, there was a one-time exception providing eligible LEAs with a 100 percent hold-harmless for both basic and concentration grants. For FY 97 and succeeding years, Congress established a variable hold-harmless system, which was to provide greater security for LEAs with higher levels of poverty. Under this system, LEAs with at least 30 percent low-income children were guaranteed 95 percent of their previous year funds, LEAs between 15 and 30 percent poverty were guaranteed 90 percent, and LEAs below 15 percent were guaranteed 85 percent of their funds. No hold-harmless was established for concentration grants. However, the FY 1998 Appropriations Act established a 100 percent hold-harmless provision at the LEA level for Basic **and** Concentration Grants for 1998-99, which was intended to limit the impact that the use of the updated census data had on allocations. The 100 percent hold-harmless provision was still in place for the 2001-2002 school year. Beginning in school year 2002-2003 the Title I legislation applied the variable hold-harmless rate of 85 to 95% based on the formula percent of low-income, to the funding formulas for all four grants (basic, concentration, targeted grants, EFIG). For concentration grants under NCLB, the hold-harmless provision applies to a LEA for four consecutive years even if the LEA no longer meets the eligibility threshold. Therefore, a LEA that was last eligible for a concentration grant in SY 2002-2003 but was not eligible in SY 03-04, 04-05, 05-06 and 06-07 will receive the hold-harmless amount in SY 2006-2007. If that LEA, however, fails to meet the concentration grant eligibility thresholds for SY 2007-2008, it will no longer be eligible for the hold-harmless guarantee. By statute, the hold-harmless provision only applies as far as funding is available.

It should be understood that the hold-harmless provision only provides a temporary cushion against a decline in funds; it does not establish a permanent floor for a LEA's federal funding. If a decline in the number of low-income children or a drop in program funding dictates a sharp reduction in a LEA's grant, the hold-harmless system simply allows the district to conduct an orderly phase-down of its federally funded activities. Moreover, LEAs that drop below the minimum poverty threshold for program eligibility will witness abrupt termination of their funding, without the benefit of a phase-out period.

All LEA amounts are ratably reduced to cover statutorily authorized set-asides for state administrative costs and school improvement activities. Title I legislation allows the SEA to reserve up to 1% of funds allocated under Part A to carry out administrative duties related to Title I. NCLB also requires the SEA to reserve 4% of Part A allocations to carry out state and local school improvement activities.

#### Migrant Education Program (Title I, Part C)

Migrant Education is a national program that provides supplemental education and support services to eligible migrant children each year. Migrant Education funds are allocated to SEAs to establish or improve programs of education for children of migratory agricultural workers or of migratory fishers. In compliance with the No Child Left Behind Act of 2001, LEAs systematically identify and serve migrant eligible students who reside within their area/boundaries. Services may vary from one district to another, depending upon the numbers of students identified and their needs. These services help children of migrant workers overcome the disadvantages they face, including disruption to their education. Services may include preschool programs, individual tutorial in the content areas, before and after school programs, English as a

Second Language (ESL), summer school programs, supportive health services in cooperation with other agencies, Parent Advisory Council (PAC), and Spanish translating and interpreting services.

Migrant workers seek temporary or seasonal work in agriculture, fishing or related industries, including food processing. They follow the growing seasons across the country and are largely responsible for the cultivation and harvest of fruits, vegetables and many other food products. Many migrant workers have an average income below the national poverty line. The migrant population is made up of diverse ethnic groups. In Iowa, Hispanics make up the largest group, with Southeast Asians, African Americans, Anglos and other racial and ethnic groups completing the remainder of the migrant population. While many migrant families consider Iowa to be their home base, many come from Texas, California, Florida, Mexico and other states and countries.

To qualify for the Migrant Education program, a child must have moved within the past three years across state or school district lines with, or to join, a parent or guardian to enable the child, the child's guardian or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or food processing activity. The child may be in any grade between preschool and grade 12 and must not be older than 21 years of age.

Each State's grant is based, in part, on the full-time equivalent number of migratory children, ages 3-21, who reside in the state, as adjusted to reflect migratory children served in special summer or intercession programs. In Iowa, the SEA allocates migrant education funds to LEAs on the basis of reported migratory children. Two recruiters work with LEAs in the western and eastern regions of the state to offer technical assistance, to serve as a liaison between LEAs and agribusiness, and to help conduct industrial recruitment efforts at new agribusiness sites. For FY 05, over \$1.6 million will provide regular school year and summer programs in 23 LEAs. In the past few years, intensive recruiting efforts have taken place throughout the state to actively identify eligible migrant children and investigate new areas in which to provide migrant education services. This effort has resulted in increased migrant education program funding for the state of Iowa. A LEA applies for migrant education program funds on the Migrant Education Application, Migrant Budget, Migrant Budget Detail and Migrant Program Narratives Screens of the Title I Annual Application. For information or assistance with the migrant education program in Iowa, contact Donna Eggleston at 515/281-3999 or [donna.eggleston@iowa.gov](mailto:donna.eggleston@iowa.gov).

#### Neglected and Delinquent Program (Title I, Part D, Subpart 1 and 2)

Title I, Part D, Subparts 1 and 2 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (H.R. 1/P.L. 107-110) authorizes grants to SEAs for education programs that serve children and youth in state-operated institutions or community day programs for neglected or delinquent (N or D) children and in adult correctional facilities. State allocations are based on the number of N or D children enrolled in a regular program of instruction for at least 1) 15 hours per week if in an adult correctional institution, and 2) 20 hours per week if in an institution or community day program for N or D children. State agencies responsible for providing free public education for N or D children apply directly to the SEA for these funds. In Iowa, the Iowa Department of Corrections and the Iowa Department of Human Services receive allocations that are determined, on the basis of the reported caseloads, by the U.S. Department of Education. The Iowa Department of Corrections provides Title I service at the Clarinda Correctional Facility, State Penitentiary in Anamosa, Fort Dodge Correctional Facility, Iowa Correctional Institution for Women in Mitchellville, Iowa Medical and Classification Center in Oakdale, and Mt. Pleasant Correctional Facility. The Iowa Department of Human Services provides Title I service at the Iowa Juvenile Home and the State Training School. For information or assistance with the state neglected or delinquent program in Iowa, contact Paul Cahill at 515/281-3944 or [paul.cahill@iowa.gov](mailto:paul.cahill@iowa.gov).

Subpart 2 creates a program that provides assistance to local educational agencies (LEAs) to serve children and youth who are in locally operated correctional facilities, including institutions for delinquent children, or are at-risk of dropping out of school. State educational agencies (SEAs) award Subpart 2 funds to LEAs to conduct programs that provide a wide array of services to meet the special needs of at-risk children and youth. The U.S. Secretary of Education allocates Part D, Subpart 2 funds for each state based on the October caseload data on the number of children and youth living in local institutions for delinquent children. From funds allocated to the state for Part D, Subpart 2 purposes, the SEA awards subgrants to eligible LEAs. The SEA has the option of awarding subgrants either through a formula or a discretionary grant process based on need. In Iowa, grants are awarded on a formula basis to LEAs for local delinquent institutions with an October caseload of 10 or more.

The purpose of the Subpart 2 program is to support LEA programs that involve collaboration between LEAs and local correctional facilities, including local institutions and community day programs for delinquent children and youth to carry out high quality education programs that prepare youth to complete high school, enter training or employment programs, or further their education; to facilitate the transition from programs in the institutional setting to further education or employment; or to operate dropout prevention programs in local schools for youth at risk of dropping out or youth

returning from correctional facilities or delinquent institutions. LEAs receiving local delinquent education funds make application to use such funds on the Delinquent Application, Delinquent Budget, Delinquent Budget Detail, and Local Neglected or Delinquent Narrative Screens as part of the Title I electronic Internet application. For information or assistance with local delinquent education programs, contact the Title I consultant for your AEA (see Title I Staff and Responsibilities section in this reference manual).

## **TITLE I REPORTING REQUIREMENTS**

Legislation places the responsibility for administering programs supported by federal funds under Title I on the Secretary of Education, state educational agencies, and local educational agencies. It is incumbent upon all concerned to use such funds in accordance with the spirit of the legislation.

The LEA must use grant funds in accordance with an approved budget and for the purposes for which the project has been approved. In addition, the LEA must maintain adequate records on all project funds by fiscal year and project number. The Title I budget and financial reports are designed to enable LEA fiscal reporting procedures to keep pace with the Generally Accepted Accounting Principles (GAAP) account structure and federal reporting requirements. If you have any questions about using GAAP procedures for maintaining Title I financial records, call Janice Evans, School Administration Consultant, at 515/281-4740 or [janice.evans@iowa.gov](mailto:janice.evans@iowa.gov).

### **Annual Progress Report**

The Annual Progress Report (APR) is a document that reports on a LEA's yearly progress. This document must be provided to the local community, respective AEA and the Iowa Department of Education. The requirements for this document are found in Chapter 12 of the Iowa Administrative Code. Progress for all buildings receiving Title I funds is included in this report. All schools and school districts are to submit an APR and Participation Rate Matrix by September 15. A technical assistance document is found at [www.state.ia.us/educate/ecese/asis/csip/index.html](http://www.state.ia.us/educate/ecese/asis/csip/index.html).

### **Comprehensive School Improvement Plan**

The Comprehensive School Improvement Plan (CSIP) is a multi-year consolidated planning document that LEAs use to integrate programs used within the school district. Title I is incorporated into this document in numerous ways. Ideally, Title I would be infused in the overall document rather than provided as a separate entity. Title I issues addressed are parent involvement, identification of eligible students, staff development activities and an annual review of the program. These requirements are found in Section 1118(a) of P.L. 107-110 (H.R. 1) of the No Child Left Behind Act of 2001 and do not apply to accredited private schools. The SEA provides technical assistance at [www.state.ia.us/educate/ecese/asis/csip/index.html](http://www.state.ia.us/educate/ecese/asis/csip/index.html).

### **Financial Reporting**

Although the U.S. Department of Education makes allocations to LEAs, the SEA is the grantee; funds are drawn by the SEA and forwarded to each LEA. To apply for Title I funding, a LEA must submit an application consisting of statistical and fiscal data to obtain funding for a proposed program to help disadvantaged children meet high standards. Since the 2000-2001 school year, the Title I Annual Application is an electronic process via the Internet. The benefits of the electronic process include ease in completion of forms and elimination of errors via electronic calculations and error messages; also paper reduction and relief of mail delays as well as quicker response time for approval. Title I funds may be used to acquire hardware and proper connections, if necessary.

The *No Child Left Behind Act of 2001* stipulates the required components of an application and assurances by LEAs receiving federal Title I funds. In Iowa, the Title I program application can be broken down into three parts:

1. The Comprehensive School Improvement Plan (CSIP) filed with the SEA integrates some Title I program issues. Parent involvement must be included in the CSIP.
2. Each district must complete Title I narratives as a part of the online Title I application. The completion of these narratives is a required element for budget certification and approval.
3. Schoolwide Program plans must be on file with the SEA Title I office.

LEAs, upon approval of the Title I Annual Application, will automatically receive approximately one-fourth of the approved amount about October 1. An additional one-fourth will be sent about January 1, and one-fourth will be sent about April 1. Final payment, not to exceed the balance due on the approved amount, will be made after the project is closed and the Project Budget Completion process has been completed and approved by the Title I Office. The final payment will be the difference between receipts and approved actual expenditures. The Payment Status Screen on the Title I electronic



Internet application will keep the LEA abreast of the allocation, approved amount and payments received to date. When the LEA has a summer school program for its sole Title I program, one check will be sent when the program is completed.

Barring extenuating circumstances, no payments will be made prior to the Title I Annual Application approval. Also, payments will be withheld pending receipt of delinquent reports as identified under the section on State Title I Policies.

A separate set of ledger cards and/or computer printouts must be maintained according to Generally Accepted Accounting Principles for each approved project. These ledger cards should include expenditure category account codes, vendor's name, amount paid, invoice number, date paid, and check number. These cards must be available for audit purposes and submission to the SEA upon request.

The final financial reporting process is now completed via the Title I electronic Internet application. As soon as possible after all bills have been paid, the Title I Current Project Budget on the General Budget Screen and/or Title I Carryover Project Budget on the General Carryover Screen should be reviewed by expenditure category to verify that the approved budget reflects total actual expenditures, to be reimbursed by Title I, at the completion of a project. If the budget is correct, the district simply clicks on the "Project Budget Completion" or "Certify as Final" button and the project is complete. **If changes need to be made in order for the budget to accurately reflect actual expenditures, an electronic amendment process is completed first and then the final certification takes place following the SEA approval of the amendment.** The SEA will in most cases, make final payment within two or three weeks of the district certifying the budget as final.

### **CODING TITLE I ACCOUNTS**

Immediately after receipt of a check for Title I funds, the check should be deposited to the credit of the proper Title I expenditure account using the updated Title I accounting codes for Uniform Financial Accounting. Please note that the revenue source codes have changed for the 2006-2007 school year. The proper codes for Title I are as follows:

4501 – Title I Grants to Local Education Agencies (CFDA 84.010)

4503 – Migrant Education (CFDA 84.011)

4508 – Title I Grants to LEAs, carryover (Funds become available on July 1 and are coded under 4501 for the first 15 months, July 1 to September 30 of subsequent year; if funds are not completely obligated at the end of the 15 months, they become carryover funding coded to 4508.)

The approved Title I project budget expenditure category amounts are the controlling figures in determining the need for an amendment. A 10 percent variance is permissible for an expenditure category provided the total approved budget amount is not violated. The two exceptions to the 10 percent variance are:

1. Indirect Cost - This figure cannot exceed the amount approved in budget function 2300, column 8.
2. Employee Benefits - This figure cannot exceed the amount approved if only FICA and IPERS are the itemized approved charges. Salaries paid by Title I will be the controlling figure to use in computing the employee benefits amount. However, if insurance benefits have been approved in the budget, the 10 percent expenditure category variance could then be applied insofar as this cost item would affect the approved Title I expenditure category figure.

When the LEA realizes that the 10 percent expenditure category variance will hamper the Title I program and penalize the LEA in a financial manner, the proper procedure is for the LEA to file an amendment to the Title I electronic Internet application that will reflect the proper expenditure amounts (see General Budget section of *Title I Electronic Internet Application Manual*).

The title to and administrative control over equipment acquired with funds provided under Title I must be retained and exercised by a public agency. In exercising that administrative control, the public agency shall not only keep records of and account for the equipment, but also shall assure itself that the equipment is being used in Title I service delivery.

### **TITLE I PROGRAM REQUIREMENTS**

#### **Schoolwide Programs**

Title I targeted assistance schools may become a schoolwide program if the poverty level in the building is at least 40% and they spend a year developing a schoolwide program plan based upon building level needs assessment. All children within a schoolwide program school are considered eligible. Services are integrated into the regular school program with the focus on improving building level achievement while addressing the needs of low-achieving children and those most

at risk of not meeting the state student academic achievement standards. A copy of the Title I schoolwide program plans must be on file at the Iowa Department of Education.

### Supplement vs. Supplant in Title I Buildings

Under section 1120A(b)(1)(A) of Title I, funds must be used only to supplement, not supplant the amount of funds that would, in the absence of Title I funds be made available from non-federal programs. Title I funds may be used in targeted assistance buildings only for programs that provide service to eligible children identified as having the greatest need for special service. Title I funds may not be used in a targeted assistance program to provide services otherwise required by law to be made available. Title I funds must not be used to “supplant” local funds in schoolwide program schools.

Both Title I schoolwide and targeted assistance programs are expected to meet Comparability and Maintenance of Effort requirements.

### Targeted Assistance Buildings

The vast majority of Title I funded buildings in Iowa are targeted assistance. In school year 2005-2006, there were 533 Title I targeted assistance buildings compared to 135 Title I schoolwide program buildings. A targeted assistance program targets services on specific, identified children. A student is eligible for services if he/she is failing or most at risk of failing, to meet the state’s challenging student academic standards. Targeted assistance Title I services offered must be supported by a written selection process. For preschool through second grades, multiple developmentally appropriate measures, which may include teacher judgment and parent interviews, are used to identify children in greatest need. For grades three and above, multiple educationally related, objective criteria and uniform procedures are used to identify and select students in greatest need for program participation. Title I funds must be spent on supplementary services for students most in danger of failing to achieve district reading and/or mathematics standards. Supplementary service is in addition to what would happen in the absence of Title I funds. Title I programs must be designed on “scientifically based research.” In reading, this includes phonics, phonemic awareness, vocabulary, fluency and comprehension. The district must have a parent notification policy for notifying parents of their child’s eligibility to participate in Title I services; and must develop written procedures to enable children to enter and exit the program throughout the school year.

### Title I Preschools

Local Title I funds may be used for preschool programming. No additional funds are provided for this purpose. A Title I preschool may operate in conjunction with an early childhood special education preschool program, a district-operated preschool, a private pay preschool, or a combination of those programs.

### Title I Program Evaluation

LEAs are required to have a system in place for annually evaluating the Title I program. The effectiveness of the Title I program can be annually evaluated by using either Iowa’s QIC-Decide model consisting of questions and the analyzing and sharing of collected data, or by using a series of program evaluation surveys distributed to all Title I families and classroom teachers at Title I schools. Parents and staff should be included in the review process for the purpose of suggesting potential programming needs and or changes.

## **TITLE I FINANCIAL FORMS**

The following represents an explanation of forms and timelines relating to a normal one-year cycle in the Title I program.

### Title I Electronic Internet Application Processes:

1. ***Title I Electronic Internet Application - due in approvable form by August 15 for following school year***  
The Title I electronic Internet application is submitted by LEAs to obtain funding for a proposed program to help disadvantaged children meet high standards. The funds are available for a 27-month period (7-1-06 to 9-30-08). The Title I Annual Application is only available in electronic format.
  - ⇒ Any LEA applying for Title I funds for the current school year must complete the annual application, selection of schools, and general budget. The general carryover, statement of agreement, migrant application, schoolwide operating programs, schoolwide indication of planning, and delinquent application are completed as applicable.
  - ⇒ The first part of this Reference Manual includes a *Title I Electronic Internet Application Manual* that gives an explanation of the application parts and step-by-step instructions for completing the electronic application.

- ⇒ The electronic application may be accessed at [www.edinfo.state.ia.us](http://www.edinfo.state.ia.us). You must enter the district login ID and password to gain access to the Title I site.
  - ⇒ The person responsible for the Title I financial records for the LEA needs to have a copy of the approved application and any amended budgets, as well as invoices from teachers, principals, etc. This is especially important when the financial person and the Title I coordinator are not the same person.
  - ⇒ The allocation letter will give the amount of funds available for each type of grant monies for which the LEA qualifies. The SEA usually plans to mail this letter in May although this fluctuates due to the U.S. Department of Education's release of allocations.
  - ⇒ The allocation notice packet will contain the allocation letter, *Title I Reference Manual* including the *Title I Electronic Internet Application Manual* and *Title I Equipment Depreciation Schedule and Disposal Record*.
- 2. Project Budget Completion Final Certification - due after approved expenditures are paid**
- ⇒ Following receipt of the last automatically scheduled payment, the LEA will have a "Project Budget Completion" button appear on the Title I Current Project Budget on the General Budget Screen or the Title I Carryover Project Budget on the General Carryover Screen of the Title I electronic Internet application.
  - ⇒ This "Project Budget Completion" button is to be used to certify the project for final payment.
  - ⇒ This should be done **only after** all approved expenditures for that project have been paid. The difference between the amount paid to date and the expenditures is the final payment that closes the project.
  - ⇒ If a carryover project is being reported and the total approved amount has already been received, the "Project Budget Completion" button is used to certify that expenditures have been paid as approved and close the project.
  - ⇒ This process replaces sending in a paper final financial report to close a project.
  - ⇒ When the "Project Budget Completion" button is clicked, a pop-up screen will appear to guide you in the final certification process.
  - ⇒ **If the approved project budget does not accurately reflect actual expenditures, an electronic amendment process must be completed prior to the project completion final certification.**
  - ⇒ This final certification process should be followed by the LEA to report final expenditures on all approved Title I projects.
  - ⇒ The electronic application may be accessed at [www.edinfo.state.ia.us](http://www.edinfo.state.ia.us). You must enter the district login ID and password to gain access to the Title I site.
  - ⇒ The expenditures verified by the LEA through the project budget completion final certification process will be compared with the audit report to verify proper accounting of Title I funds.
- 3. Amendment to Title I Electronic Internet Application**
- ⇒ When a change in budget items or program content needs to be made in the approved Title I budget, the LEA needs to submit an electronic amendment. This process can be completed whenever the need arises.
  - ⇒ **Any General Budget funds approved but not spent are only available as carryover funds through an electronic amendment that reduces the approved budget to a budget that reflects only actual expenditures.**
  - ⇒ The ability to amend is part of the electronic application filing process. Please refer to the *Title I Electronic Internet Application Manual* at the front of this Reference Manual for instructions on amending the Title I Current Project Budget or Title I Carryover Project Budget.
  - ⇒ The electronic application may be accessed at [www.edinfo.state.ia.us](http://www.edinfo.state.ia.us). You must enter the district login ID and password to gain access to the Title I site.
- 4. Comparability Report – due biannually in October**
- ⇒ An additional screen will be provided on the Title I Electronic Internet Application for LEAs that are required to report on comparability.
  - ⇒ **LEAs containing two or more buildings with similar grade spans must report on comparability.**
  - ⇒ Comparability is reported biannually in October.
  - ⇒ The electronic application may be accessed at [www.edinfo.state.ia.us](http://www.edinfo.state.ia.us). You must enter the district login ID and password to gain access to the Title I site.

#### Paper Forms:

- 4. Number of Public School Students Qualifying for FREE Lunches - due end of November**  
**Number of Private School Students Qualifying for FREE Lunches - due end of November**
- ⇒ Only report FREE lunch count as of October 31.
  - ⇒ Data are used as part of the formula count used to allocate Title I funds.

- ⇒ LEAs in whole grade sharing agreements report only their own resident children regardless of the school district they attend.
- ⇒ The LEA in which they attend school counts open enrolled students.
- ⇒ The counts are compared against what is reported for October to the Bureau of Food and Nutrition.

**5. *Payment Letter – received with quarterly and final payment***

- ⇒ The Payment Status Screen of the Title I electronic Internet application gives LEAs quarterly payment amounts and the funds received to date. The current project is reimbursed approximately one-fourth of the approved amount each quarter. If there is a carryover project as well, those funds are usually reimbursed in the first quarter.
- ⇒ With each quarter's payment (approximately October 1, January 1, and April 1), a payment letter is sent giving the allocation, the approved amount, the payment amount and the amount paid to date. It is important that the information contained in the payment letter is verified and used for proper accounting of the funds. Please notify the Title I office of any discrepancies.
- ⇒ The electronic application may be accessed at [www.edinfo.state.ia.us](http://www.edinfo.state.ia.us). You must enter the district login ID and password to gain access to the Title I site.

**6. *Request for Title I Reallocation Funds***

- ⇒ Reallocation funds are Title I grant funds that were allocated to LEAs but not used in the previous year. These funds are then reallocated to other LEAs meeting the eligibility criteria.
- ⇒ A LEA is eligible to receive reallocation funds if the LEA shows an increase in low-income since the most recent decennial census (i.e.: 2000 census data compared to the most recent Iowa Department of Revenue and Finance low-income data).
- ⇒ The *Request for Title I Reallocation Funds* is sent to each eligible LEA to apply for reallocation funds. Once the *Request for Title I Reallocation Funds* is reviewed and approved by the SEA, the LEA is notified of the available reallocation funds.
- ⇒ Because reallocation funds are from the previous year's funds, the approved reallocation funds for each LEA must be used as part of the carryover project through an electronic amendment process or a new carryover project is created.
- ⇒ The timeline for the reallocation process varies. It has recently been January through April; but it is possible for reallocation to take place in October or November.

**7. *Title I Equipment Disposal Record - due by August 15***

- ⇒ The title to and administrative control over equipment acquired with funds provided under Title I must be retained and exercised by a public agency. In exercising that administrative control, the public agency shall keep records of and account for the equipment, but shall also assure itself that the equipment is being used in Title I service delivery. All equipment purchased with Title I funds should be labeled "Title I."
- ⇒ The SEA has the capability to inventory equipment purchased with Title I funds through the Title I electronic application. The LEA should locally maintain an inventory of equipment purchased with Title I funds.
- ⇒ A LEA is only required to depreciate equipment following the *Depreciation Schedule for Title I Equipment* and report annually on the *Title I Equipment Disposal Record* the equipment deleted from inventory.
- ⇒ The *Title I Equipment Depreciation Schedule and Equipment Disposal Record* are included in the allocation notice packet.

**8. *Title I Participation Report - due by July 15***

- ⇒ The *Title I Participation Report* is the form used by LEAs to report various statistical data to the SEA as it relates to all students served in the current school year Title I programs.
- ⇒ Local neglected or delinquent institutions receiving Title I funding must complete a separate report including academic performance data.
- ⇒ LEAs should develop a method for collection of these data from each building served and compilation for the LEA report.
- ⇒ Local neglected or delinquent institutions should develop a method for collection of the appropriate data to ensure funding is not jeopardized due to a failure to report according to federal requirements.
- ⇒ These data are required elements that must be reported by the SEA to the U.S. Department of Education annually.

**9. *Notification of Excess Title I Carryover Funds***

- ⇒ Carryover funds are the difference between the allocation and the approved amount on the current budget.
- ⇒ Current legislation limits carryover funds to 15 percent of the current year allocation if the LEA allocation is \$50,000 or more.

- ⇒ The SEA mails the *Notification of Excess Carryover Funds* in March of each year to notify LEAs of excess carryover funds for the coming school year.
- ⇒ The SEA may, once every three years, waive the percentage limitation with respect to carryover.
- ⇒ All excess funds are considered reallocation funds and become available to LEAs meeting reallocation eligibility.

**10. Request for Waiver of Excess Title I Carryover Funds**

- ⇒ Carryover funds are the difference between the allocation and the approved amount on the current budget.
- ⇒ The current allocation and current approved amount can be found on the Annual Application Screen or the Payment Status Screen of the Title I electronic Internet application.
- ⇒ The electronic application may be accessed at [www.edinfo.state.ia.us](http://www.edinfo.state.ia.us). You must enter the district login ID and password to gain access to the Title I site.
- ⇒ Current legislation limits carryover funds to 15 percent of the current year allocation if the LEA allocation is \$50,000 or more.
- ⇒ The SEA mails the *Notification of Excess Carryover Funds* each year in March to notify LEAs of excess carryover funds for the coming school year.
- ⇒ With the submission of the *Request for Waiver of Excess Title I Carryover Funds* by the LEA the SEA may, once every three years, waive the percentage limitation with respect to carryover.
- ⇒ Excess funds that are not retained by the LEA through the approval of the Request for Waiver of Excess Title I Carryover Funds or through an electronic amendment to the current budget are considered reallocation funds and become available to LEAs meeting reallocation eligibility.

**AUDITING TITLE I FUNDS**

The U.S. Congress amended the Single Audit Act of 1984 in 1996. The Office of Management and Budget (OMB) has withdrawn Circular A-128 and revised Circular A-133 "Audits of States, Local Governments, and Non-Profit Organizations," to include governmental entities previously covered by A-128. The revised circular, which regulates the implementation of the Single Audit Act Amendments of 1996, was released on June 24, 1997.

Previously, all LEAs regardless of federal funding level were required to have their annual audits conducted in accordance with OMB Circular A-128, "Audit Requirements for State and Local Governments," or its successor. Currently, all Iowa education agencies that expend a total of \$300,000 or more in federal awards in any fiscal year will have an annual audit conducted in accordance with OMB Circular A-133 as is required by the Single Audit Act Amendments of 1996. LEAs expending less than \$300,000 in federal awards in any fiscal year will not be required to have their annual audits conducted in accordance with OMB Circular A-133. Instead, those agencies will have an audit that follows the requirements of Chapter 11 of the Code of Iowa. SEA staff will review audits for areas of non-compliance and will follow up as appropriate.

The Single Audit Act Amendments of 1996 included language that limited the use of federal money to pay audit costs. The Act stated that those LEAs expending less than \$300,000 in federal awards in any fiscal year could not charge any of the costs of a Single Audit to federal programs. LEAs expending at least \$300,000 in federal awards in any fiscal year could charge to the federal award a reasonable, proportionate share of the cost of the audit, if the audit was conducted in accordance with the Single Audit Act Amendments of 1996.

The exemption from conducting the annual audit in accordance with OMB Circular A-133 will not exempt an agency from compliance with any provision of a federal statute or regulation that requires the agency to maintain records concerning federal awards provided to it or that permits a federal agency, pass-through entity, or the Comptroller-General access to such records.

Questions and comments on this process should be addressed to Janice Evans, 515/281-4738 or [janice.evans@iowa.gov](mailto:janice.evans@iowa.gov).

**SUGGESTIONS FOR MAINTAINING TITLE I FISCAL RECORDS**

1. Using Generally Accepted Accounting Principles, establish separate ledger cards or a computer data management system for each approved Title I project. Keep obligations and expenditures current on these cards in order to have an unencumbered balance and actual expenditures on each expenditure category at all times. This will alert you when an amendment to a project is needed.

2. At the close of the project, after all bills are paid, the ledger cards will help determine expenditure totals by expenditure category for the project budget completion final certification. Keep in mind that the project budget completion final certification is very important in that it is the method of reporting actual approved Title I expenditures for the project, which is the basis for the final payment and affects carryover available for the coming school year.
3. The ledger cards will make it easier for the auditor at the time of the annual LEA audit to determine expenditures of Title I funds. These cards can be used in conjunction with the computer printouts.
4. You must be aware of approved project budgets. A copy of the approved Title I application, including attachments, and any amended budgets should be part of your Title I file.
5. Copies of invoices should also be part of your Title I file and should include the project number. Teachers, principals, etc., should be aware of your need for this information. The project number appears at the bottom of the Annual Application Screen of the Title I electronic Internet application and consists of the four-digit district number, a letter or combination of letters representing the funding source, and a two-digit number representing the fiscal year.
6. At the time the Title I Application is approved, expenditures for approved equipment should be reflected in the additional items added to the LEA inventory. Equipment purchased with Title I funds should be labeled "Title I."
7. Supporting documentation for entries in the accounting records is very important at the LEA level. Function, expenditure account and object as approved in the Title I budget should identify expenditures applicable to a Title I project. In addition, the assigned project number should reference expenditures to each separate project.

### **SUGGESTIONS FOR MAINTAINING TITLE I PROGRAM RECORDS**

With an enhanced focus on compliance monitoring, the U.S. Department of Education is requiring states to audit LEAs on a regular basis. The Iowa Title I office is in the process of designing a desk audit procedure for districts with smaller allocations. Audits will be conducted via polycom units located within school districts. While it will take time to perfect the system, this method will ultimately be more efficient and less stressful than on-site visits. To facilitate the flow of the desk audit and verify compliance, the LEA Title I program records should include documentation of the following major areas of program review:

- |   |   |
|---|---|
| ○ Eligible building selection                               | ○ Identification and selection of eligible participants in targeted assistance programs   |
| ○ Financial management (within district targeting of funds) | ○ Title I funded personnel  |
| ○ Title I program plan                                      | ○ Schoolwide programs plan, program and activities  |
| ○ Highly qualified staff                                    | ○ Private school consultation, identification and selection, program, control of funds processes  |
| ○ Paraprofessional certification                            | ○ Schools in need of assistance action plan, peer review process, parent involvement, technical assistance, corrective action processes, professional development |
| ○ Comparability   |   |
| ○ Parent involvement  |   |
| ○ Program evaluation  |   |
| ○ Coordination of services                                  |   |
| ○ Standards, assessment and accountability                  |   |

Please refer to the LEA Review document in the appendix section of this reference manual for specific review documentation information and options.

### **SCHOOLS IN NEED OF ASSISTANCE**

The reauthorized Elementary and Secondary Education Act (ESEA) *No Child Left Behind Act of 2001* continues to emphasize the goal of all students being proficient in reading and mathematics. Each year LEAs provide the adequate yearly progress (AYP) data of students in Title I schools. When a school fails to make AYP for a single year, it is identified as a school in the "Watch" year. Schools in "Watch" year status do not face sanctions. However, to fulfill Title I Federal requirements (Section 1119) of ESEA, school buildings that do not make adequate yearly progress are designated as schools in need of assistance (SINA). Buildings identified for two or more consecutive years in reading and/or mathematics must participate in a technical assistance program provided through the SEA. Efforts at the state, district and building levels must concentrate on actions that will be undertaken to assist all students in attaining proficiency. LEAs should be cognizant of this requirement and plan educational programming that implements strategies for improved student achievement.

Reauthorized (ESEA) Title I legislation requires buildings identified as SINA to publish a public notice related to this identification. In addition, this notice must provide parents with information regarding school choice options within the district. The school choice requirement does not apply if the identified building is the **only building** within the district with the same grade span grouping.

A Statewide Support System for SINA has representatives from each area education agency. These individuals have received training to assist identified schools. The five phases of the assistance design include audit, diagnosis, design, implementation and evaluation. An identified school must develop an action plan within ninety days of notification by the Iowa Department of Education. For further information regarding SINA issues or the Statewide Support System process, contact Teresa McCune at 515/281-4732 or [teresa.mccune@iowa.gov](mailto:teresa.mccune@iowa.gov).

## **SCHOOL CHOICE REQUIREMENTS**

Any local education agency with Title I schools identified as in need of assistance must, as the federal law requires, “provide all students in a school identified for school improvement with the option to transfer to another public school within the local education agency (LEA) that has not been identified for school improvement.”

## **TITLE I SUPPLEMENTAL EDUCATION SERVICE PROVIDERS**

Under Title I, Part A, of the *No Child Left Behind Act of 2001* (Elementary and Secondary Education Act), low-achieving, disadvantaged students attending schools that do not make adequate yearly progress for three consecutive years (i.e., schools that are in their second year of improvement) may receive supplemental education services.

States are responsible for identifying eligible supplemental education service providers (SSPs) that offer high quality, research based tutorial programs designed to increase the academic achievement of children. State education agencies must develop and apply objective criteria to create approved lists of SSPs. States must also consult with parents, teachers, school districts and interested members of the public to identify a wide array of SSP options for students. States must update this list of approved SSPs on at least an annual basis, provide a list for school districts of the approved providers in their geographic area, and assist with the monitoring of services and program implementation.

School districts are required to arrange for the provision of supplemental education services, offered outside of the regular school day, that align with district content standards and instruction; and must provide parents with information on the availability of supplemental education services, the identity of approved service providers, and, at a minimum, a brief description of the services, qualifications, and demonstrated effectiveness of each provider. While school districts are to pay the per pupil allocation for services provided, districts are not required to provide transportation for supplemental education services. A school district with schools identified for supplemental education services, must set aside an equivalent of 20% of the district Title I allocation as follows: 5% for school choice, unless parent demand for school choice transportation can be met with less; 5% for supplemental education services; and 10% for supplemental education services and/or school choice based on need.

Parents choose the SSP for their children from among the providers approved by the state for their school district.

A private provider, the school district unless identified in need of improvement, schools from within the district that are not identified as SINA, and area education agencies may be approved to provide supplemental education services. Supplemental education service providers must ensure that instruction is research based, of high quality and is consistent with local standards. SSPs must provide academic assistance to students outside of the regular school day, work collaboratively with the school district, principals, and parents; and provide written feedback to the parents and school district regarding student progress. To be on the approved list of state supplemental education service providers, SSPs must meet all applicable federal, state and local health, safety and civil rights laws.

## **TEACHER LOAN CANCELLATION**

The SEA has the responsibility of annually compiling a listing of low-income schools within the state that becomes part of a national online directory of low-income schools for the purpose of providing teacher student loan cancellation or forgiveness for borrowers of Federal Stafford Loans, William D. Ford Direct Subsidized and Unsubsidized Loans, Federal Consolidation and Direct Consolidation Loans, and Federal Perkins Loans. To be eligible to be listed, the LEA must be eligible for Title I funding and the low-income percentage for the attendance center must exceed 30 percent. The source for the low-income information is the Fall BEDS “Free and Reduced Eligible Meal Student Percentage by Public School

Building” data. The schools with a low-income percentage exceeding 30% on the current school year will give teachers loan cancellation benefits in the following school year. To be eligible, an educator must be a full-time teacher in an identified school. The actual benefits vary by individual circumstances. To apply for loan cancellation benefits, request the appropriate forms from the office that administers the loan program at the college or university that holds the loan. The state listing for the coming school year is submitted annually and is normally published online sometime in October. To verify the eligibility of a school within the state of Iowa, contact Sue Olson at 515/281-5314 or [sue.olson@iowa.gov](mailto:sue.olson@iowa.gov).

The national directory and further information may be accessed at [www.studentaid.ed.gov](http://www.studentaid.ed.gov). This site will also offer information regarding Douglas Scholarships.

The Iowa Department of Education annually designates “teacher shortage areas” for the state. Educators teaching full-time in a designated teacher shortage discipline may be eligible for up to three years of deferment on Stafford Student Loan and/or Supplemental Loans for Students (SLS). The shortage areas and information regarding the deferment process are available at [www.state.ia.us/educate](http://www.state.ia.us/educate). Educators teaching in these shortage areas may also qualify for cancellation benefits under the Federal Perkins Loan Program. Refer to the U.S. Department of Education web site for more information.

A change to the Teacher Loan Program in 2005 authorizes up to \$17,500 in loan forgiveness to eligible highly qualified math, science and special education teachers through the Taxpayer-Teacher Protection Act (P.L. 108-409). This increase of \$12,500 above the previous loan limits is meant to ease the shortage of teachers in key subject areas. The increased amount of teacher loan forgiveness is available to new borrowers (teachers with no outstanding loan balances prior to October 1, 1998, who borrow eligible loans prior to October 1, 2005). The additional loan forgiveness will provide substantial relief for existing teachers and an incentive for prospective teachers to teach in subjects and schools that have difficulty hiring highly qualified candidates. For detailed information on the program and to find out if you qualify for the loan forgiveness, call the Federal Student Aid Customer Service hotline at 1-800-433-7327. More information on the loan forgiveness limits is posted at [www.ifap.ed.gov/dpccletters/GEN0414.html](http://www.ifap.ed.gov/dpccletters/GEN0414.html). More information on the Teacher-to-Teacher Initiative is posted at [www.ed.gov/teachers/how/tools/initiative/about/information.html](http://www.ed.gov/teachers/how/tools/initiative/about/information.html).

The Iowa College Student Aid Commission is an excellent resource regarding loan cancellation benefits for educators. The web site is [www.iowacollegeaid.org](http://www.iowacollegeaid.org) and provides a wide variety of assistance and information as well as an eligibility flowchart, applications and links to other sources educators will find helpful. The ICSAC can be contacted at 515/242-3350 or 1-800-383-4222.

## **TITLE I PARENTAL INVOLVEMENT**

Section III8, of the *No Child Left Behind Act of 2001* requires each district and school with a Title I program to have a parent involvement policy that is jointly developed, agreed upon, and distributed to parents of participating children. This policy must be on file in the district, but need not be approved by the school board. The parent involvement policy must be reviewed annually and plans for its review must be included in the Comprehensive School Improvement Plan (CSIP). An annual Title I parent meeting must be held at a convenient time. A parent compact must be provided to every parent in a schoolwide program building and to Title I parents in targeted assistance program schools. The law does not require a parent signature, however, effort should be made to encourage parents to sign the compact. Although sample documents are included at the back of this document, schools are encouraged to create compacts that are useful to them and reflect the beliefs of the school and community.

For the 2006-2007 school year, local parent policies and compacts must be reviewed, updated and sent to the Iowa Department of Education by September 15, 2006. The local Title I application will not be approved until these items are on file at the SEA. The parent involvement policy must incorporate all required components, include parents in the review process, and be labeled “Reviewed and Updated for the 2006-2007 School Year.” The policies and compacts can be e-mailed to [barbara.jay@iowa.gov](mailto:barbara.jay@iowa.gov) or sent by regular mail to Title I, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146.

## **WEBSITE REFERENCES FOR TITLE I RELATED TOPICS**

### **CSIP web-based application**

<http://www.state.ia.us/educate/ecese/asis/csi>

### **Designing Schoolwide Programs**

<http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>



**Identifying Eligible Title I Schools and Attendance Areas**

<http://www.ed.gov/programs/titleiparta/wdag.doc>

**Low-income schools (Teacher loan cancellation)**

<https://www.tcli.ed.gov/CBSWebApp/tcli>

**NCLB Policy Guidance**

<http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=fp>

**Paraeducators/Paraprofessionals**

<http://www.state.ia.us/educate/ecese/cfcs/ibp/para>

**Parental Involvement: Title I**

<http://www.ed.gov/programs/titleiparta/parentinvguid.doc>

**Public School Choice**

<http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=fp>

**School Profiles**

<http://www.iowaschoolprofiles.com>

**Supplemental Educational Service Guidance**

<http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=fp>

**Supplemental Education Service Providers**

<http://www.state.ia.us/educate/ecese/cfcs/ibp/sesp>

**Teacher Shortage Areas**

<http://www.state.ia.us/educate/ecese/dtsa>

**Title I Application**

<https://www.edinfo.state.ia.us> (Use Title I Password; not BEDS Password)

**Title I Information**

<http://www.state.ia.us/educate/ecese/is/titlei>

**Title I Legislation**

<http://www.ed.gov/policy/elsec/leg/esea02/pg2.html>

**Title I Paraprofessional Guidance**

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

**Title I Part A Non-Regulatory Fiscal Guidance**

<http://www.ed.gov/programs/titleiparta/fiscalguid.doc>

**Title I Services to Private School Children**

<http://www.ed.gov/programs/titleiparta/psguidance.doc>

## Depreciation Schedule for Title I Equipment

### FURNITURE:

Library tables, bookcases, school desks, file cabinets, chairs, etc., -- 10 years

### AUDIO-VISUAL:

TV/VCR - 5 years

Carts, all types – 5 years

Computers (keyboard, monitor, disc drive, etc.) – 5 years

Printers - 5 years

### OTHER:

Items not covered should be referred to this office. **All books, kits, tapes, software, etc., are considered materials and supplies;** therefore, these items should be removed from the equipment inventory of the LEA.







## TITLE I STAFF AND RESPONSIBILITIES

### Consultant Staff:

### Area of Responsibility

**Paul Cahill**, Title I Administrative Consultant  
Bureau of Instructional Services  
(515) 281-3944  
E-mail: paul.cahill@iowa.gov

Major responsibility for the overall coordination of the Title I program in the State of Iowa. Serves as the State contact for Title I issues. Contact for private school services. AEA 11

**Donna Eggleston**, Title I Consultant  
Bureau of Instructional Services  
(515) 281-3999  
E-mail: donna.eggleston@iowa.gov

Serves as State Migrant Education Coordinator and Supplemental Services/School Choice contact. AEA 8, 11 and NW.

**Sandy Johnson**, Title I Consultant  
Bureau of Instructional Services  
(515) 281-3965  
E-mail: sandra.johnson@iowa.gov

Serves as State Schoolwide Program Coordinator; Serves as contact for Comparability Reports. AEA 11, 13, 14, 15, and 16.

**Teresa McCune**, Title I Consultant  
Bureau of Instructional Services  
(515) 281-4732  
E-mail: teresa.mccune@iowa.gov

Serves as Every Child Reads Initiative team member; and SINA & Statewide Support System for SINA contact. AEA 1, 9, 10 and 11

**Rick Bartosh**, Title I Consultant  
Bureau of Instructional Services  
(515) 281-0368  
E-mail: rick.bartosh@iowa.gov

Serves as contact for Neglected or Delinquent Institutions; Parent Involvement Contact. AEA 267 and 11.

### Support Staff:

**Barbara Jay**, Secretary  
(515) 281-5313  
E-mail: barbara.jay@iowa.gov

Responsible for telephones, correspondence and various duties associated with the position.

**Jill Corsbie**, Accounting Technician  
(515) 281-5315  
E-mail: jill.corsbie@iowa.gov

Responsible for remitting payments to LEAs, audit reconciliation, contracts and travel claims.

**Sue Olson**, Administrative Assistant  
(515) 281-5314  
E-mail: sue.olson@iowa.gov

Responsible for Title I fiscal matters: allocations, amendments, budgets. Teacher loan cancellation.

**Title I FAX number:**  
**(515) 242-6025**



## SPEEDY REFERENCE CALENDAR OF TITLE I DUE DATES

<u>FORM</u>	<u>DUE DATE</u>
<i>Title I Electronic Internet Application</i> <i>Local Delinquent Education Application</i> <i>Migrant Education Application</i> <i>Schoolwide Program Attachment</i>	August 15, 2006
<i>Title I Equipment Depreciation Schedule and Disposal Record</i>	August 15, 2006
<i>Comparability Report</i>	Completed biannually by eligible LEAs in October and kept on file locally
<i>Number of Public School Students Qualifying for FREE Lunches</i>	End of November
<i>Number of Private School Students Qualifying for FREE Lunches</i>	End of November
<i>Project Budget Completion Final Certification</i>	Due after approved expenditures are paid (online certification)
<i>Title I Participation Data 2006-2007 School Year</i>	July 15, 2007





## TITLE I QUESTIONS AND ANSWERS

### ALLOCATION OF TITLE I FUNDS TO SCHOOL ATTENDANCE AREAS AND SCHOOLS

**Q. How does a LEA handle funds that are carried over from one year into the next when allocating funds to school attendance areas?**

- A. Although a LEA may not use carryover funds to provide services in an ineligible school, a LEA has considerable discretion in handling carryover funds. Some of these options include:
- Allow each school to retain its carryover funds for use in the subsequent year.
  - Add carryover funds to the LEA's subsequent year's allocation and distribute to participating areas and schools in accordance with allocation procedures.
  - Designate carryover funds for particular activities that could best benefit from additional funding. (Examples: parental involvement activities; schools with the highest concentrations of poverty.)

Regardless of the option a LEA elects, the LEA may not carry over more than 15 percent of its allocation from one year to the next. This percentage limitation does not apply to a LEA that receives an allocation of less than \$50,000 under subpart 2 of Part A. A SEA may, once every three years, waive the percentage limitation if it determines that the request of a LEA is reasonable and necessary or if supplemental appropriations become available.

**Q. May a LEA allocate a greater per-pupil amount, for example, to schoolwide program schools than to targeted assistance schools since schoolwide programs serve all children in the school?**

- A. The Title I statute requires allocations to be based on the total number of low-income children in a school attendance area or school. Therefore, poverty is the only factor on which a LEA may determine funding. In other words, a LEA may not allocate funds based on the instructional model, educational need, or any other non-poverty factor. Because Part A places the responsibility for selecting participants and designing programs on schools rather than on the LEA, the LEA will not necessarily be in a position to know in advance the instructional model or educational need when determining allocations.

**Q. May a LEA reserve funds from its Part A allocation before distributing funds to school attendance areas?**

- A. Yes. Before allocating funds a LEA must reserve funds to—
- Provide services comparable to those provided to children in participating school attendance areas and schools to serve—
    - ◆ Children in local institutions for neglected children; and
    - ◆ Where appropriate—
      - ⇒ Eligible homeless children who do not attend participating schools, including providing educationally related support services to children in shelters.
      - ⇒ Children in local institutions for delinquent children.
      - ⇒ Neglected and delinquent children in community day school programs.
  - Meet the requirements for choice-related transportation and supplemental educational services in section 1116(b)(10) and 1116(e)(6) of the Title I statute unless the LEA meets these requirements with non-Title I funds. The Title I statute requires that, unless a lesser amount is needed, a LEA spend an amount equal to 20 percent of its Title I, Part A allocation for this purpose. Of this amount, 5 percent must support choice-related transportation, 5 percent must support providing supplemental educational services, and the remaining 10 percent may support the costs of providing either choice-related transportation or supplemental educational services.
  - Meet the professional development requirements of—
    - Section 1116(c)(7)(A)(iii) of the Title I statute if the LEA has been identified for improvement. A LEA must reserve at least 10 percent of its Title I, Part A allocation for this purpose; and
    - Section 1119(1) of the Title I statute to meet the needs of teachers who are not highly qualified. A LEA must reserve an amount for this purpose that ranges from at least 5 percent of its Title I, Part A allocation.

- Meet the requirements for parent involvement. A LEA that receives more than \$500,000 under Title I, Part A subpart 2 must spend at least 1 percent of its allocation for parental involvement activities. The LEA must distribute not less than 95 percent of the amount reserved for parent involvement to schools receiving Title I services.
- Administer Part A programs for public and private school children, including special capital expenses, if any, incurred in providing services to eligible private school children such as—
  - The purchase and lease of real and personal property (including mobile educational units and neutral sites);
  - Insurance and maintenance costs;
  - Transportation; and
  - Other comparable goods and services, including non-instructional computer technicians.
- Conduct other authorized activities such as preschool programs, summer school and intersession programs, additional professional development, school improvement, and coordinated services.

Because the reservation of funds by a LEA will reduce the funds available for distribution to participating areas and schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what reservations are needed. This issue must also be part of the consultation with private school officials before a LEA makes any decisions that affect the opportunities of eligible private school children to participate in Part A programs.

A LEA must also ensure that it provides equitable services to private school children from Title I funds reserved “off the top” for district-wide instructional programs.

**Q. Is there a maximum amount that a LEA may reserve?**

- A. No. A LEA must bear in mind, however, that the goal of Part A is to enable participating children to make adequate progress toward meeting the challenging student achievement standards that all children are expected to meet.

**Q. How do funds that a LEA transfers into Part A of Title I under the transferability provision in section 6123 of ESEA affect the specific percentages a LEA must reserve for choice-related transportation and supplemental educational services, professional development, and parent involvement?**

- A. If a LEA transfers funds from another Federal education program into Title I, Part A under the transferability provision in section 6123, then the additional amount transferred is added to the LEA’s Title I, Part A allocation, and the combined amount becomes the base for calculating the specific reserves required for choice-related transportation and supplemental educational services, professional development, and parent involvement.

**Q. How may a LEA reserve funds for activities such as parental involvement and professional development?**

- A. A LEA may reserve funds at the LEA level for activities such as parental involvement and professional development or the LEA may require its Title I schools to carry out these activities from their allocations. For example, a LEA that is required to spend at least 1 percent of its allocation for parental involvement activities may reserve the full 1 percent from its Part A allocation, require each school to spend a requisite amount from its Part A allocation, or use a combination of these approaches.

**Q. May a LEA consider variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, as LEA-wide administrative costs, rather than as part of the funds allocated to school attendance areas?**

- A. Yes, this is an allowable option for the LEA. The statute requires that Part A funds be allocated to school attendance areas and schools on the basis of the number of children from low-income families in each area or school. This provision assumes, for example, that two schools with the same number of poor children need similar amounts of funds to provide comparable educational programs to participating children. An inequity may occur, however, if schools with similar allocations offering similar instructional programs need to spend different amounts because of the salary and fringe benefit costs of the staff providing the instruction. To address this situation, a LEA may consider variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, as LEA-wide administrative costs, rather than as part of the funds allocated to school attendance areas or schools. The LEA would

pay the differential salary and fringe benefit costs from its administrative funds taken off the top of the LEA's allocation. This policy would have to be applied consistently to staff serving both public and private school children throughout the LEA.

**Q. Is there any flexibility in how a LEA may count children from low-income families in middle and high schools?**

- A. Of the four measures of poverty the statute permits a LEA to use for identifying eligible school attendance areas and allocating funds to those areas, eligibility for free or reduced-price lunch is by far the measure most frequently used. Yet, we know from experience that high school and middle school students are less likely to participate in free and reduced-price lunch programs than are elementary school students. Hence, those schools often may not be identified as eligible for Title I services, or, if eligible, may not receive as high an allocation as their actual poverty rate would require. In order to address the situation, a LEA may use comparable data collected through alternative means such as a survey. Also, an LEA may use the "feeder pattern" concept. This concept allows the LEA to project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into that school.

When a LEA elects to use the feeder pattern, the LEA determines the district-wide average of poverty based on all of the schools for which the district is using actual poverty data; and uses this district-wide average to rank all of the attendance areas or schools in the district. If a LEA serves attendance areas or schools below a 35 percent poverty rate, the district's allocation per low-income child must be based on the actual number of low-income children in the feeder schools, and the projected number in the feeder pattern receiving schools.

**Q. How are funds made available to provide services to eligible private school children?**

- A. Title I continues the requirement that a LEA provide equitable services to eligible children enrolled in private schools. Section 1113[c] of Title I requires a LEA to allocate funds to a participating school attendance area or school on the basis of the total number of children from low-income families, including low-income children attending private schools. Thus, the LEA, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort. A LEA may count private school children from low-income families every year or every two years.

In collecting poverty data on private school children, the Title I statute gives a LEA flexibility to calculate the number of children who are from low-income families and attend private school. To obtain a count of private school children, a LEA may use:

1. The same poverty data it uses to count public school children.
2. Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identity. The LEA may extrapolate data from the survey based on a representative sample if complete actual data are not available.
3. Comparable data from a different source, such as scholarship applications so long as the income level for both sources is generally the same.
4. Proportional data based on the poverty percentage of each public school attendance area applied to the total number of private school children who reside in that area.
5. An equated measure of low income correlated with a measure of low income used to count public school children.

Although funds are allocated based on the number of poor children, private school children eligible to be served are children who reside in a participating public school attendance area and who are failing, or most at risk of failing, to meet student academic achievement standards based on the criteria in section 1115(b) of the Title I statute. To provide equitable services to eligible private school children, a LEA must reserve the amounts generated by poor private school children who reside in participating public school attendance areas. In consultation with private school officials, a LEA may choose one, or a combination of, the following options for using the funds reserved for private school children:

- Provide equitable services to eligible children in each private school with the funds generated by children from low-income families who reside in participating public school attendance areas and who attend that private school.
- Combine the funds generated by poor private school children in all participating areas to create a pool of funds from which the LEA provides equitable services to eligible private school children who reside in participating public school attendance areas and are in the greatest educational need of those services. Under this option, the services provided to eligible children in a particular private school are not dependent upon the amount of funds generated by poor children in the school.

### **HOLD-HARMLESS PROVISIONS**

**Q. If a LEA loses eligibility for Basic or Concentration Grants in 2006-2007, does the hold-harmless provision apply?**

A. To be eligible for a basic grant, a LEA must have at least 10 formula children and the number of formula children must be greater than two percent of the LEA's school-age population. A LEA must meet the minimum requirements to be eligible for the hold-harmless provision to apply for basic grants. To be eligible for concentration grants a LEA must have more than 6,500 formula children **or** the number of formula children must exceed 15 percent of the LEA's school-age population. For concentration grants under NCLB, the hold-harmless provision applies to a LEA for four consecutive years even if the LEA no longer meets the eligibility criteria. However, the hold-harmless provision only applies as far as funding is available.

**Q. Is there a LEA hold-harmless provision for Concentration Grant funds?**

A. Yes, the hold-harmless provision applies to a LEA for four consecutive years even if the LEA no longer meets the eligibility criteria. However, Title I law specifies that if appropriations are insufficient to fully fund all Title I entitlements in any given year, grants will be ratably reduced.

**Q. Is a LEA that received Title I, Part D, Subpart 2 funds in 2005-2006 entitled to receive a hold-harmless allocation for 2006-2007?**

A. No. The hold-harmless provisions of Title I, Part A do not apply to subgrants received by LEAs under Part D, Subpart 2.

### **LEA IDENTIFICATION AND SELECTION OF SCHOOL ATTENDANCE AREAS**

**Q. If an LEA applies the "35 percent rule," must all school attendance areas with at least 35 percent poverty be served?**

A. No. However, school attendance areas to be served must be selected in rank order.

**Q. Section 1113[b][1][D][ii] allows a LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is receiving supplemental funds from other State or local sources that are "spent according to the requirements of Section 1114 or 1115." What is meant by "according to the requirements of Section 1114 or 1115?"**

A. Under Title I regulations, a supplemental State or local program meets the requirements of Section 1114 if the program:

- Is implemented in a school that meets the minimum 40 percent poverty threshold required to operate a schoolwide program;
- Is designed to promote schoolwide reform and upgrade the entire educational operation of the school to support students in their achievement toward meeting the challenging academic achievement standards that all students are expected to meet;
- Is designed to meet the educational needs of all children in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the challenging student academic achievement standards; and
- Uses the State's assessment system described in the Title I regulations to review the effectiveness of the program.

A supplemental State or local program meets the requirements of Section 1115 if the program:

- Serves only children who are failing, or most at risk of failing, to meet the challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the challenging student academic achievement standards; and
- Uses the State's assessment system described in the Title I regulations to review the effectiveness of the program.

**Q. How may preschool children be served under Part A?**

**A.** There are several ways in which preschool children may be served under Part A. For example—

- A participating school may use part of its Part A funds to operate a preschool program.
- A LEA may reserve an amount from the LEA's total allocation to operate a Part A preschool program for eligible children in the district as a whole or for a portion of the district.

**LOCAL NEGLECTED CHILDREN**

**Q. If a LEA is unable or unwilling to provide services to children in local institutions for neglected children, may it retain the funds that were allocated on the basis of these children?**

**A.** No. If a LEA is unwilling or unable to provide services to neglected children, the SEA must reduce the LEA's allocation by the amount generated by the neglected children.

**Q. May the SEA transfer these funds to another LEA?**

**A.** Yes. These funds may be assigned to another State agency or LEA that agrees to assume educational responsibility for the neglected children.

**Q. May the SEA retain these funds?**

**A.** Yes. If the SEA assumes educational responsibility for the neglected children, it is entitled to the funds generated by these children.

**Q. If neither the SEA nor another agency is willing to assume educational responsibility for neglected children, what happens to the funds?**

**A.** The SEA must reduce the LEA's allocation by the amount that was based on neglected children. These funds would lapse and not be available for reallocation to other LEAs.

**Q. If an institution closes and the children are transferred to an institution in another LEA, must the SEA transfer the funds to the LEA in which the children now reside?**

**A.** Yes. The SEA must adjust the allocations of the two LEAs to reflect the transfer.

**PRIVATE SCHOOL SERVICES - CONTACTS AND ACTIVITIES IN PRIVATE SCHOOLS**

**Q. Is it permissible for Title I teachers to use private school facilities other than the Title I classroom, such as the restroom, teachers' lounge, cafeteria, or the parking lot?**

**A.** Yes. There is no prohibition against reasonable use of private school facilities by a Title I teacher or other Title I personnel.

**Q. May Title I teachers and other public school personnel meet or have discussions with private school teachers and administrators?**

- A. Yes. Consultation and communication are essential to implementing an effective Title I program. Therefore, Title I personnel may have necessary discussions or meetings with private school officials concerning the design and development of the Title I program, as well as communications concerning the needs and progress of individual children. (For the Title I requirements regarding consultation with private school officials, see section 1120(b) of the Title I statute.)

## **PRIVATE SCHOOL SERVICES - LOCATIONS AND TYPES OF SERVICES**

### **Q. Do Title I services have to be provided in private schools?**

- A. No. However, LEAs are required to provide Title I services for private school children that are equitable in comparison to the services and other benefits provided for public school participants and to consult with private school officials on important issues such as the location of any services.

### **Q. May Title I instructional services be provided in private schools before and after regular school hours and during the summer?**

- A. Yes. These are additional, permissible options for providing services for private school children so long as the equitability and consultation requirements are met. In fact, the Title I statute requires, with respect to public and private school children, that LEAs use effective instructional strategies that give "primary consideration to providing extended learning time." These options may be useful particularly in situations where there is no space available in the private school during the regular school day.

### **Q. Do Title I services for private school children need to be in the same subject areas or grade levels as public school students?**

- A. No. The needs of the private school children determine what Title I service is appropriate. However, because eligibility for services is determined by residence in a participating public school attendance area, private school students being served need to reside in an eligible participating public school attendance area. Therefore, for example, if a public middle school attendance area is not participating in Title I, Title I service may not be provided to private school students in middle school grades who reside in the area.

### **Q. Does space used in private schools for Title I instruction need to be free of any religious symbols?**

- A. In its decision in *Agostini*, in ruling that Title I instructional services can be provided in private schools, the Court relied on the safeguards in New York City's pre-Aguilar program, including the fact that the Title I services were provided in space that had no religious symbols. While the Supreme Court did not specifically indicate whether the removal of religious symbols was required, it is a significant factor a court is likely to take into account in reviewing the constitutionality of services in private schools and the Department strongly encourages LEAs to provide Title I instruction in space that is free of any religious symbols.

### **Q. May space used for Title I instruction in a private school be used for non-Title I purposes at other times?**

- A. Yes. The LEA should have the exclusive use and control of the Title I space during the time period in which Title I services are being conducted, but the space may be used for other purposes at other times.

### **Q. May Title I service be provided in the regular private school classrooms through aides or joint teaching efforts?**

- A. The Department recommends that LEAs not provide these types of services. In holding that Title I instruction may be provided in private schools, the Court in *Agostini* emphasized that the Title I program was totally separate from the private school's educational program and under the sole control of the LEA. Providing Title I instruction as a part of private school classes raises significantly different issues that increase the risk that the services would be held unconstitutional.

### **Q. Are private schools required to make space available in their schools for Title I services?**

- A. No. If space is not available in a private school, or if the private school chooses not to make its facilities available to the LEA for this purpose, Title I services have to be provided in another location. The LEA still has the responsibility of

providing equitable Title I services for private school children under these circumstances, although the services would be at a location outside the private school. The extra costs of providing services at a location outside the private school would be taken "off-the-top" of the LEA's Title I allocation before funds are allocated for instructional services for public and private school children.

#### **PRIVATE SCHOOL SERVICES - NEW PRIVATE SCHOOL CHILDREN**

**Q. Can a LEA serve eligible private school children who previously declined Title I service?**

- A. Yes. A LEA may provide services to these children to the extent possible in the current school year, but the LEA will have met its responsibility to offer equitable services to private school children for the upcoming school year if it contacted representatives of these children on a timely basis in the normal course of designing the Title I program and services were declined. However, we strongly encourage these LEAs to contact representatives of these children to see what arrangements or modifications can be made for the upcoming school year and to make those adjustments unless it would seriously disrupt the already-planned program. With respect to future years, LEAs should make renewed efforts to contact representatives of private school children that may have declined services because they could not be provided in the private school.

#### **PRIVATE SCHOOL SERVICES - OFF-THE-TOP REQUIREMENTS**

**Q. Does the "off-the-top" requirement apply?**

- A. Yes. Section 200.27 of the Title I regulations requires that LEAs reserve funds as are reasonable and necessary for certain purposes, including administration of programs for public and private school children, before funds are allocated to school attendance areas or schools. Therefore if a LEA continues to provide Title I services, these costs would come "off-the-top" of the LEA's Title I allocation before funds are allocated for instructional services for public and private school children. The Department anticipates, however, that the "off-the-top" costs of providing Title I services for private school children outside their own schools will be reduced greatly as a result of the Court's decision in Agostini.

**Q. Must a LEA ensure that equitable services to private school children are provided from Title I funds reserved "off the top" for district-wide instructional programs?**

- A. Yes. If a LEA reserves Title I funds "off the top" for district-wide instructional programs, the equitable services requirement applies. Section 200.64(a)(2)(i)(A) of the Title I regulations requires that, if a LEA reserves funds for instructional activities for public elementary or secondary school students at the district level, the LEA must provide equitable services to eligible private school children. The LEA bases equitable services from the reserved funds on the proportion of private school children from low-income families residing in participating public school attendance areas.

**Q. How does a LEA determine the amount of funds to be used for parent involvement activities for parents of participating private school students?**

- A. Section 1118 of the Title I statute requires a LEA to reserve funds "off the top" of its Title I allocation to carry out required Title I parental involvement activities. Section 200.65 of the Title I regulations requires the LEA to calculate the amount of funds available for parental involvement activities from the reserved funds based on the proportion of private school children from low-income families residing in participating public school attendance areas.

**Q. How does a LEA determine the amount of funds to be used for professional development activities for teachers of private school Title I participants?**

- A. If a LEA reserves funds under section 1119 "off the top" of its Title I allocation for carrying out Title I professional development activities, the LEA must provide equitable services to teachers of private school participants from this set-aside. As required under section 200.65 of the Title I regulations, a LEA calculates these equitable services from the reserved funds in the proportion to the number of private school children from low-income families residing in participating public school attendance areas. Activities for the teachers of private school participants must be planned and implemented with meaningful consultation with private school officials and teachers.



## **PRIVATE SCHOOL SERVICES - SCHOOLWIDE PROGRAMS**

### **Q. Can schoolwide programs be operated in private schools?**

- A.** No. Schoolwide programs may not be operated in private schools because private schools, as opposed to private school students, are not themselves eligible for Title I service.

## **REALLOCATION**

### **Q. How does a SEA reallocate funds?**

- A.** Section 1126[c] of Title I requires that a SEA reallocated Part A funds on a timely basis to LEAs in the State that need additional funds in accordance with criteria established by the SEA. Funds available for reallocation may include:
- Excess Part A funds available from a LEA that: (1) is eligible for a Title I allocation but has chosen not to participate in the Title I program; (2) has had its allocation reduced because it failed to meet the maintenance of effort requirements in Section 14501 of ESEA; (3) has carryover funds that exceed the 15 percent limitation in Section 1127 of Title I; or (4) has excess funds for other reasons; or
  - Funds that a SEA has recovered after determining that a LEA has failed to spend Part A funds in accordance with the law.

## NCLB Paraprofessional Requirements for Iowa Schools

### 1. Definition of paraprofessional

For the purposes of Title I, Part A, a paraprofessional is an employee who provides instructional support in a program supported with Title I, Part A funds.

This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with classroom management, such as organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) conduct parental involvement activities, (5) provide support in a library or media center, (6) act as a translator, or (7) provide instructional support services under the direct supervision of a teacher [Title I, section 1119(g)(2)].

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

### 2. Requirements

Title I paraprofessionals whose duties include instructional support must have (1) completed two years of study at an institution of higher education; or (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness); or (4) obtain a voluntary certification course offered through the Board of Educational Examiners.

All Title I funded instructional paraprofessionals in targeted assistance buildings and all instructional paraprofessionals regardless of funding source in Title I schoolwide buildings must meet NCLB requirements for the 2006-2007 school year regardless of when they were hired by the district.

**All** Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. This includes paraprofessionals who serve as translators or who conduct parental involvement activities.

### 3. Paraprofessional Assessment:

- LEAs should carefully choose an assessment that will measure the knowledge of and ability to assist in instructing reading, writing and mathematics (or as appropriate, reading readiness, writing readiness, and mathematics readiness). The criterion established for approval as a paraprofessional under No Child Left Behind Act must be rigorous and defensible. Examples of measures available to LEAs include Work Keys (which has been normed for paraprofessionals), Parapro Assessment from ETS, and COMPASS from ACT. Many Iowa LEAs have established a COMPASS score cut-off at 150. The score of 150 was obtained by determining a Reading score of 57, a Writing score of 50 and a Math score of 43 were appropriate subscores for passing the COMPASS. **The assessment chosen must ensure that more than just basic skills are being assessed.**

### 4. Recommendations:

- All LEAs should encourage their paraprofessionals to go through the voluntary certification course offered through the Board of Educational Examiners, even those who have already been approved using an assessment. Federal funds, including Title I funds, can be used to assist paraprofessionals complete this coursework.

## Paraprofessional Requirements No Child Left Behind Act (NCLB)

Are Title I funds (Part A) used in this school building?

### YES

Is the Title I program a Targeted Assistance Program or a Schoolwide Program?

Refer to Chart A and Chart B below.

### NO

No further action is required. If the LEA does not receive Title I funds, the requirements do not apply. Similarly, if the LEA receives Title I funds, but a school does not receive Title I funds, the requirements do not apply to paraprofessionals working in that school.

### Chart A

#### Targeted Assistance Program (TAP)

Are the paraprofessionals funded by Title I dollars?

### YES

The paraprofessional(s) must meet NCLB certification requirements.

### NO

No further action is required.

### Chart B

#### Schoolwide Program (SWP)

NCLB paraprofessional requirements apply to all paraprofessionals that provide instructional support duties in a schoolwide program without regard to the source of funding that supports the position.

## **PARENT - STUDENT - TEACHER COMPACT**

**HAND IN HAND WE CAN LEARN AND WORK TOGETHER TO BUILD A BETTER WORLD.**

**As a Teacher, I, \_\_\_\_\_, will**

- Believe that each student can learn;
- Show respect for each child and his/her family;
- Come to class prepared to teach;
- Provide an environment conducive to learning;
- Help each child grow to his/her fullest potential,
- Provide meaningful and appropriate homework activities;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with student and his/her parents;
- Seek ways to involve parents in the school program;
- Demonstrate professional behavior and a positive attitude.

**As a Student, I, \_\_\_\_\_, will**

- Always try to do my best in my work and in my behavior;
- Work cooperatively with my classmates;
- Show respect for myself, my school and other people;
- Obey the school and the bus rules;
- Take pride in my school;
- Come to school prepared with my homework and my supplies;
- Believe that I can learn and will learn.

**As a Parent/Guardian, I, \_\_\_\_\_, will**

- See that my child attends school regularly and on time;
- Provide a home environment that encourages my child to learn;
- Insist that all homework assignments are completed;
- Communicate regularly with my child's teachers;
- Support the school in developing positive behaviors;
- Talk with my child about his/her school activities every day;
- Encourage my child to read at home and to monitor his/her TV viewing;
- Volunteer time at my child's school;
- Show respect and support for my child, the teacher and the school.

**Hand in hand we will work together  
to carry out the agreement of this compact.**

**TEACHER \_\_\_\_\_**

**Date \_\_\_\_\_**

## STUDENT/TEACHER/PARENT COMPACT

### PARENT/GUARDIAN AGREEMENT

(Any person who is interested in helping this student may sign in lieu of the parent.) I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- \_\_\_\_\_ See that my child is punctual and attends school regularly.
- \_\_\_\_\_ Support the school in its efforts to maintain proper discipline.
- \_\_\_\_\_ Establish a time for homework and review it regularly.
- \_\_\_\_\_ Provide a quiet well-lighted place for study.
- \_\_\_\_\_ Encourage my child's efforts and be available for questions.
- \_\_\_\_\_ Stay aware of what my child is learning.
- \_\_\_\_\_ Provide a library card for my child.

Signature\_\_\_\_\_

### STUDENT AGREEMENT

*It is important that I work to the best of my ability. Therefore, I shall strive to do the following:*

- Attend school regularly.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.

Signature\_\_\_\_\_

### TEACHER AGREEMENT

*It is important that students achieve. Therefore, I shall strive to do the following:*

- Provide homework assignments for students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.

Signature\_\_\_\_\_

### PRINCIPAL AGREEMENT

*I support this form of parent involvement. Therefore, I shall strive to do the following:*

- Provide an environment that allows for positive communication between the teacher, parent and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

Signature\_\_\_\_\_

